DOCUMENT RESUME

ED 309 751 IR 013 859

AUTHOR	Petrie, Joyce; And Others
TITLE	Educational Media for Handicapped Students in Regular K-12 Schools (Media and Mainstreaming Project). Interim Report.
INSTITUTION	Portland State Univ., Oreg. School of Education.
SPONS AGENCY	Office of Libraries and Learning Resources (DHEW/OE), Washington, D.C.
PUB DATE	Sep 79
GRANT	G007801804
NOTE	294p.; For a related manual, see IR 013 860; for a related annotated bibliography and resource list, see ED 190 130.
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC12 Plus Postage.
DESCRIPTORS	*Disabilities; *Educational Media; *Educational Resources; Elementary Secondary Education; *Learning Resources Centers; Library Collections; Library Instruction; Library Services; *Mainstreaming; *Media Specialists; Models; Needs Assessment; Questionnaires
IDENTIFIERS	Education for All Handicapped Children Act

ABSTRACT

Phase I of this project focused on the media-related needs of handicapped students being mainstreamed into regular K-12 school programs. The emphasis was on how the school library media specialist can use, adapt, or supplement the components of the media center to meet those needs. These components encompass a media program of services and instruction which make the facility, equipment, and collection accessible to the entire school community through the design and management of a professional media staff. To this end an operational model, guidelines, and assessment guide have been developed for use by media personnel in meeting the mandates of P.L. 94-142 (The Education for All Handicapped Children Act). These materials will be field-tested during Phase II of the project. An extensive review of the literature was conducted which showed little in the way of field-tested, comprehensive materials on all aspects of a media program in relation to all handicapping conditions. The products of this project are designed to fill this gap. The major product of Phase I of the project is the manual entitled "Mainstreaming in the Media Center: A Manual for Media Specialists." This manual, which is included in this report as Appendix A and makes up the major part of the document, consists of the operational model, the guidelines, and an assessment guide for use by school library media personnel in meeting the needs of mainstreamed handicapped students. An extensive list of resources is also provided. (20 references) (Author/BBM)

ED309751

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to:

IR

In our judgment, this document is also of interest to the Clearinghouses noted to the right. Indexing should reflect their special points of view.

EC

Interim Report

Project No. 475AH90019
Grant No. G007801804

Dr. Joyce Petrie, Linda Whitmore, Linda M. Schmoldt
School of Education
Portland State University
630 S.W. Mill
Portland, Oregon 97201

EDUCATIONAL MEDIA FOR HANDICAPPED STUDENTS IN REGULAR K-12 SCHOOLS (Media and Mainstreaming Project)

September 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

IR013 859

BEST COPY AVAILABLE

AUTHOR'S ABSTRACT

Phase I of this project focused on the media-related needs of handicapped students being mainstreamed into regular K-12 school programs. The emphasis was on how the school library media specialist can use, adapt or supplement the components of the media center to meet those needs. These components encompass a media program of services and instruction which make the facility, equipment and collection accessible to the entire school community through the design and management of a professional media staff. To this end an operational model, guidelines and assessment guide have been developed for use by media personnel in meeting the mandates of P.L. 94-142 (The Education for All Handicapped Children Act). These materials will be field-tested during Phase II of the project.

An extensive review of the literature was conducted showing little in the way of field-tested, comprehensive materials on all aspects of a media program in relation to all handicapping conditions. The products of this project are designed to fill this gap. The project relied on the expertise of district and school level special education and media specialists, as well as advisory input from nationally prominent special education and media professionals.

Interim Report

Project No. 475AH90019
Grant No. G007801804

EDUCATIONAL MEDIA FOR HANDICAPPED STUDENTS IN REGULAR K-12 SCHOOLS (Media and Mainstreaming)

Dr. Joyce Petrie
Linda Whitmore
Linda M. Schmoldt

Portland State University
School of Education

Portland, Oregon

September 15, 1979

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

U.S. DEPARTMENT OF
HEALTH EDUCATION, AND WELFARE

Office of Education
Office of Libraries and Learning Resources

PREFACE

The major product of Phase I of the Media and Mainstreaming Project is the manual entitled: Mainstreaming in the Media Center: A Manual for Media Specialists. This manual is included in this report as Appendix A. It consists of the operational model, the guidelines and an assessment guide for use by school library media personnel in meeting the needs of mainstreamed handicapped students.

This project relied upon the expertise of district and school level media specialists and special educators and nationally prominent professionals in those fields. We have acknowledged their contributions to the project in the introductory sections of the above mentioned manual.

TABLE OF CONTENTS

page

INTRODUCTION 1

PROCEDURES 4

RESULTS 13

REVIEW OF RELATED RESEARCH 14

CONCLUSIONS 19

BIBLIOGRAPHY 21

APPENDIX A--MAINSTREAMING IN THE MEDIA CENTER: A MANUAL FOR MEDIA SPECIALISTS 23

INTRODUCTION

Public Law 94-142 (The Education for All Handicapped Children Act) mandates a greater accomodation of handicapped students into regular school programs. This requires a commitment from library media specialists as well as other educators to the concepts of mainstreaming. The media needs of handicapped students must be assessed and the total media program must be evaluated in response to those needs.

The Media and Mainstreaming Project was undertaken with a basic philosophical stand that a quality library media program is essential to the instructional and curricular needs of all K-12 schools and their students. This quality is achieved through an adequate program of media instruction and services, through a facility, collection and supporting equipment that meet stated criteria, and through the design and management of a professional media staff. While such a center has traditionally met the needs of regular students and their teachers, little has been done to include the handicapped student as a full participant of the media program.

The Media and Mainstreaming Project proposes that the media center is a logical place for mainstreaming handicapped students. Media specialists are already committed to the ideals of mainstreaming:

--individualized instruction in response to interests, needs and abilities;
--the goal of life-long learning;
--multi-media and multi-sensory instruction and and learning; and
--human rights and dignity.

And the media center itself offers an environment conducive to meeting the needs of the special learners:

--a warm inviting atmosphere that stimulates all the senses;
--a versatile facility that accomodates a variety of activities and allows all students access to programs and services;
--a collection representing a variety of materials with varying points of view, forms of expression and formats of presentation;
--programs that help prepare students to function effectively as individuals and in society; and
--a staff that fosters interaction among all members of the school community.

In response to the mandates of P.L. 94-142, procedures and methods must be identified or developed that will satify the following needs specific to the media center:

1) Media personnel need to be more knowledgeable about the media needs of handicapped students and ways to use, adapt and supplement media resources to meet those needs.

2) Handicapped Students need to have access to more extensive media services as part of their educational program, the opportunity to be placed in the least restrictive educational environment, and the opportunity to interact with peers who are not handicapped as they use the school's media services.

3) Teachers and administrators need to be more knowledgeable regarding media methods, techniques, programs, services and materials for use with the handicapped learner.

4) School districts, regional education agencies and state departments of education need to have available to them a variety of tested operational models, strategies and procedures for increasing the usability of media centers and for developing programs and policies in support of media needs of handicapped students.

A review of the literature relating to the media center and the special student shows only a limited amount of material specific to the school situation. More emphasis has been placed on public library services for the handicapped, primarily the adult patron. Other publications have featured services to children within special schools and institutions. A smattering of articles over the years have touched on various aspects of school media programs for one or more handicapped groups.

During the seventies school libraries have expanded their scope to include all forms of media and have broadened their philosophy toward the essential role of the media center in schools. This, together with the impetus of P.L. 94-142 to mainstream the handicapped learner, has created a fresh budding on the topic of media services for handicapped students. Articles and some books are now more frequently being published dealing with one or more component of a media program and various handicapping conditions.

What are still lacking, however, are comprehensive materials covering all aspects of the media center and all handicapping conditions, and field-tested operational models, guidelines and assessment guides to help the media specialist move in the direction of greater accomodation of the handicapped learner.

Based upon the above mentioned needs, the Media and Mainstreaming Project was designed to accomplish the following goal:

> To develop the basic content for an operational model, guidelines and assessment guide which can be utilized by school personnel to revise their school's library/media centers in response to the media-related needs of handicapped students.

To that end the following objectives were defined:

1. To develop a project management plan for accomplishing the goals and objectives.
2. To research the media-related needs of handicapped students.
3. To compile the Project Reference Guide.
4. To develop and write the guidelines.
5. To develop and write the model.
6. To develop and write the Assessment Guide.
7. To disseminate information on the project and its products.

PROCEDURES

Goal Statement: To develop the basic content for an operational model, guidelines and assessment guide which can be utilized by school personnel to revise their school's library/media centers in response to the media-related needs of handicapped students.

In order to accomplish the above stated goal for Phase I of this project the following procedures were developed and implemented.

1. A project management plan for accomplishing the goal and objectives was developed.

   a. Organized project staff: The project staff consisting of Project Director (.42 FTE), Assistant Director (1.0 FTE), Research Assistant (1.0 FTE), and a Graduate Assistant (.3 FTE) was organized and job responsibilities were planned.

   b. Developed office procedures: The project office was set up, a filing system developed, resources collected and a wall size PERT chart showing goals and activities for the year, along with a time line, was designed.

   c. Generated project publicity: An ongoing aspect of the project was the dissemination of information on its plans, development and products. Initially handouts were written and printed for distribution at meetings and conferences and from a box on the project office door. Midway through the year, as the need for more extensive information developed, a brochure and display were designed and used at conferences and in the School of Education Media Lab. These brochures were mailed out in response to requests for information.

   d. Maintained correspondence with National Project Office: Throughout the year contact with the project office was carried out through frequent phone calls and printed Quarterly Reports. Early in the project year the staff was visited by the project officer who gave input on the design and development of the project.

   e. Established University Advisory Committee, National Advisory Committee, and Project Task Force Committee:

      University Advisory Committee--This committee consisted of two media specialists from Portland State University's School of Education, two special educators from Portland

State's Special Education Department, one media specialist and one special educator from the Oregon State Department of Education. The committee was set up first to offer input and evaluation on the project proposal for Phase I and to make suggestions and recommendations for other committee appointments. The staff met frequently with the University Advisory Committee during the initial stages of the project to plan and design project activities. Throughout the project year they have given ongoing input and evaluation on the plans, activities and products and have participated in committee meetings.

National Advisory Committee--Based on recommendations from the University Advisory Committee, a National Advisory Committee of three media specialists and three special educators of national prominence was selected. The purpose of this committee was to provide outside evaluation on the design, activities and products of the project. Throughout the year they submitted written evaluation on the various phases of development. This committee also provided a wider dissemination of interest and publicity for the project.

Task Force Committee--This committee was set up to function as a working body to help generate materials for the model, guidelines and assessment guides. The committee was composed of seven school and district level special educators and eleven school and district level media specialists, The committee was divided into five subcommittees representing the various components of a media center: Staffing, Programs (Services and Instruction), Collections, Equipment, and Facilities and Environment. Each subcommittee was composed of at least one special educator and two or three media specialists.

f. Oriented committees to project: Each committee was provided with copies of the grant proposal and preliminary plans for activities. The local committees were given extensive orientation involving guest speakers and large and small group interaction activities designed to provide background and direction on the project and to gain input on its proposed design.

g. Developed evaluative procedures: A system of evaluation consisting of meetings and questionnaire responses was established for the ongoing progress of the project.

h. Established school district participation: In compliance with the grant proposal, school districts with metropolitan, suburban, and rural characteristics were selected to work with the project. Three districts were identified and agreed

to participate; Portland Public School District #1, (metropolitan), Beaverton School District #48 (suburban), and West Linn School District #3J (small district with rural tendencies). A fourth district (North Clackamas School district #12) was also asked to participate because of its exemplary special education and mainstreaming programs, and its active support of school library media programs. These districts cooperated by providing the following at no cost to the project: library/media and special education faculty members to serve on the Project Task Force, substitute teachers for Task Force members and release time for them to work on the project, visitation privileges to selected schools and special education sites,agreement to serve as pilot test sites and to provide building and district level input. In addition, Portland Public School district provided on-line computer time to complete an initial search of the literature and further time for a specific follow-up search.

2. The media-related needs of handicapped students were researched.

   a. Identified and defined handicapping conditions to be addressed: This project used the categories of handicapping conditions as defined in the Federal Register's rules and regulations for implementing P.L. 94-142. The conditions were divided into eight categories with an understanding that students vary greatly in degree and characteristics of impairment and might be identified in more than one category. The categories used were: Learning Disabled, Speech Impaired, Physically Handicapped, Educable Mentally Retarded, Trainable Mentally Retarded, Visually Impaired, Hearing Impaired, and Emotionally Handicapped.

   b. Conducted a search of the professional literature: In order to determine what had previously been written on the topic of media needs for handicapped students, the project staff conducted a review of the literature and related research. (See RESULTS--Review of Related Research) To this end three computer searches were made for abstracts from the ERIC (Educational Resources Information Center), SMERC (San Mateo Educational Resources Information Center), and CEC (Council for Exceptional Children) data bases. These computer searches were supplemented by manual searches of current publications, education, special education and library indexes and Dissertation Abstracts. Materials gleaned from these searches were reviewed for their relevance to the project. Some which gave insights and specific information on the media needs of handicapped students were incorporated into a Project Reference Guide (see 3

below), for use as a background reference. Requests for further publications and information were sent to state departments of education and local school districts. The review of the literature was established as an on-going process in order to keep current with recent publications and research on this topic.

c. Consulted with authorities in field of special education: The staff worked in consultation with its advisory and task force committees seeking input particularly from the special education committee members on the specific needs of handicapped students. These members helped identify and define the groups to be addressed providing valuable orientation to other committee members on working with handicapped students.

d. Studied library media programs which serve the handicapped: The committees also helped the staff identify visitation sites which would provide input into needs of students with specific handicapping conditions and ways that media facilities and personnel served these students. Fifteen sites were identified including special schools, resource rooms programs and media centers. Ten of the schools were visited by the staff and/or committee members during the year. Few of the sites, however, had comprehensive media programs serving significant numbers of handicapped students.

e. Attended and gathered data from workshops, seminars, and conferences concerning the media-related needs of handicapped students: In order to gain insights into working with handicapped students and to keep up on current developments in the fields of special education and media, the project staff attended a number of workshops and conferences throughout the year.

--Washington-Oregon Regional Library Development Workshop entitled "Library Services to the Handicapped", July 24, 1978.

--Portland State University Education Administration seminar entitled "Program Assessment and P.L. 94-142", (presented by Northwest Regional Resource Center, Eugene, Oregon), July 11, 1978.

--Oregon Council for Exceptional Children Conference, Portland, October 13, 1978.

--Oregon Educational Media Association Conference, Medford, Oregon, October 13, 1978.

--Project REACH (Regular Education Access for Children with Handicaps) seminars. Series of eight mini-training sessions for Portland State University Faculty on the handicapped and P.L. 94-142.

--Association for Educational Communications and Technology (AECT) National Convention, New Orleans, Louisiana, March 1979.

--Oregon Educational Media Association Board of Directors meeting, November 1978.

--AECT Board of Directors, Washington, D.C., November, 1978.

At these events exposure was given to the project through displays and informal presentations. This exposure precipitated much interest in the project in the form of letters and phone calls requesting information and products.

f. Identified and gathered data from related research projects locally and nationally: In addition to reviewing related literature a search was also conducted on related research projects. (See RESULTS--Review of Related Research) Although a number of research projects were identified with some relation to the Media and Mainstreaming Project, they all differed in one or more of the following ways: They did not relate directly to school library/media services, were not comprehensive in their coverage of library media programs, did not cover all handicapping conditions, or focused on training aspects outside the scope of this project.

3. Compiled Project Reference Guide.

a. Reviewed research results and related materials and selected items for inclusion: After an initial review of the literature, the project staff selected articles which would give the Task Force Committee insights and information on the respective fields (media and special education) of the other committee members, a philosophical basis for mainstreaming programs and media programs, historical background on P.L. 94-142, and information specific to individual sub-committee assignments.

b. Compiled personal data of project staff and consultants: In order to facilitate the cooperation of committee members, information was supplied for contacting and consulting with all personnel involved in the project.

c. Compiled bibliography: An initial bibliography of materials contained in the Project Reference Guide was prepared.

d. Identified and added new materials to the Project Reference Guide: On an onging basis Task Force members were referred to newly identified publications and projects relating to their assigned tasks. Additional materials were distributed or held in the Project office for easy reference or check-out.

4. Developed and wrote Guidelines.

a. Developed specifications for finished products and time-line: The project staff set up a time-line for scheduling workshops for the Task Force Committee and developed a series of activities for accomplishing their assigned tasks. The Task Force Committee were presented with an outline of the activities as well as a preliminary outline of the proposed format for the Guidelines.

b. Directed and supervised five Task Force Workshops:

October 20 and 21, 1978--This meeting served as an orientation to the project. Guest speakers gave presentations on P.L. 94-142, Concept Normalization, and Media Specialists working with the Handicapped Student. An overview of the project and the proposed Task Force activities were presented. The Task Force members were divided into two groups, one composed of media specialists to develop an overall philosophy of media services, and the other composed of the special educators to describe the general characteristics and instructional needs of handicapped students.

November 7, 1978--The Task Force was presented with the time-line and dates were established for future activities. The media philosophy and the characteristics of handicapped students as drafted at the previous meeting were discussed. Members were then assigned to their subcommittees and asked to use the results of the previous activities to develop a rationale for the role of the media center in the educational program program of handicapped students. Members were then given direction on the activities to be carried out in their respective subcommittees.

January 19, 1979--Prior to this meeting the Task Force subcommittees submitted drafts of their materials to the project staff for duplication. This material was then distributed for discussion at the meeting. Each subcommittee shared and discussed the materials they had prepared to this point. Other Task Force members, University Advisory Committee members and the project

staff then had the opportunity to discuss and offer input. The project staff proposed a chapter outline which was discussed and distributed to each member. Needs for additional resources were shared as were current findings in the literature and research review.

February 20, 1979--The purpose of this workshop was to review and revise all Task Force material. For this session the special educators (both on the Task Force and University Advisory Committee) moved from subcommittee to subcommittee providing their expertise in their respective fields of specialization (i.e. learning disabled, visually impaired, etc.) Materials were collected at the end of this session by the project staff.

June 12, 1979--This meeting provided a wrap-up for the work of the Task Force Committee for Phase I of the project. Participants were recognized for their contributions, the year's activities were summarized and plans for Phase II were discussed.

c. Monitored and supervised the progress of the Task Force in generating content for the guidelines: On a regular basis throughout the duration of Phase I the project staff met with Task Force subcommittees as they worked on content for their assigned area. The staff, in addition to providing direct input, also served as a liaison between the different subcommittees and subcommittee members.

d. Collected and compiled content materials from the Task Force; designed, wrote and revised the Guidelines: The Assistant Director and the Research Assistant reviewed the Task Force materials and in conjunction with their own research developed a basic outline for the Guidelines. They then wrote the Guidelines, incorporating the ideas of the Task Force committee and related readings and research. This material went through a number of stages of revision resulting in the First Year Working Draft of the manual entitled, Mainstreaming in the Media Center: A Manual for Media Specialists (See Appendix A).

e. Submitted Guidelines for review and revision: A number of outside readers, in addition to the Task Force and Advisory Committees, were given copies of the draft to review for revision. They are being asked to comment both on its content and format, as well as to editorially critic the manuscript.

5. Developed and designed the model.

a. Evaluated Guideline: In making the original outline for

the Guidelines most of the topics seemed to fall into three categories--either the components (materials, equipment, personnel, etc.) could be used in their existing form, could be modified and adapted or new components could be bought, borrowed, or developed. These categories of "existing components", "adapted components" or "new components" were the means by with the nedia needs of mainstreamed handicapped students could be met. Because this project and manual were based on the philosophical justification for a quality media program, it was from that perspective ("comprehensive media program") that the model was developed. The evaluation criteria of the model directs the user back to the original program rather than to the needs of the handicapped students. (See Chapter 1 of the manual--The Model).

6. Developed and wrote the Assessment Guide.

   a. Reviewed Guidelines: The Guidelines were reviewed for concrete and measurable suggestions.

   b. Developed Assessment Guide format: A scale for evaluating the degree of compliance with the suggested guidelines was developed using a measurement of from "never" to "always" with degrees between. The space for recording measurement was placed on the right margin to facilitate tabulation. Consideration was given to format that would not look overwhelming and discourage participation in the field-testing.

   c. Wrote assessment statements: Based upon the concrete and measurable suggestions in the Guidelines, short action statements were written in the Assessment Guide format. (See Chapter 21 of Mainstreaming in the Media Center: A Manual for Media Specialists).

   d. Submitted Assessment Guide for review and revision: The Assessment Guide was submitted along with the Guidelines for review and revision to the readers and committee members.

7. Disseminated information on Media and Mainstreaming Project.

   a. Wrote articles about project:

   --"Media and Mainstreaming: Implementing P.L. 94-142 in School Library Media Centers". Interact: An Oregon Special Education Newsletter (Portland, Oregon: Portland State University), Fall, 1978.

   -- "Media and Mainstreaming: Helping the Media Specialist Implement P.L. 94-142". Interchange (Portland, Oregon:

Oregon Educational Media Association), Fall 1978.

-- "Media and Mainstreaming", Au Courant (School of Education Newsletter, Portland State University), Spring 1979.

-- "Media and Mainstreaming", Interact: An Oregon Special Education Newsletter (Portland, Oregon: Portland State University) Spring 1979.

b. Wrote and disseminated informational handouts:

"Media and Mainstreaming" Handout
--Oregon Educational Media Association annual fall conference (October 13, 1978, Medford, Oregon) with display board.
--Oregon Council for Exceptional Children fall conference (October 13, 1978, Portland, Oregon) with display board.
--Mailing to individuals, agencies and state departments of education.

"Media and Mainstreaming" information sheet and abstract
--Portland State University, School of Education faculty.
--Mailing to individuals and agencies requesting information.

"Media and Mainstreaming Project" Brochure
--Association for Educational Communications and Technology (AECT) national convention (March 1979, New Orleans, LA.) distributed as part of stand up display.
--Mailing to individuals and agencies requesting project information.
--Display placed in School of Education Media Lab.

c. Gave presentations at conferences and workshops:

--AECT national convention (New Orleans, LA., March 1979). Dr. Joyce Petrie, Project Director, attended the convention and gave two informal presentations entitled: "Mainstreaming Handicapped Children in the Media Center: Practical Guidelines for School Media Specialists".

d. Sent information about project for inclusion in book of case studies: Through contact with the Maryland State Department of Education the project was put in touch with the Center for Library Media Development which is editing a book entitled Library Media Programs and Special Learners. The Media and Mainstreaming Project will be included in this book as a case study. The book will be published by Gaylord in early 1980.

RESULTS

The results of the Media and Mainstreaming Project are two-fold:

One is the "Review of Related Research" which is included in this section. It contains a select listing and brief discussion of the most significant studies and research which relate in some way to the purposes of the Project.

The second product of the Project is the manual developed during Phase I, titled, Mainstreaming in the Media Center: A Manual for Media Specialists. This manual includes the model, guidelines and assessment guide. It is included in this report as Appendix A.

REVIEW OF RELATED RESEARCH

Prior to submitting the proposal for Phase I in 1977, a preliminary computer search of the literature was conducted through ERIC and Exceptional Child Abstracts. During the initial stages of the Project, the Project Staff reviewed this material. While there were some journal articles, books and reports of workshops and conferences on the general subject of the media needs of handicapped students, there were no reports of field-tested research projects, nor were there any materials covering the specific scope of the Project.

After the Media and Mainstreaming Project was funded in June of 1978, additional computer searches were conducted through SMERC (San Mateo Educational Resources Center), including ERIC and Exceptional Child Abstracts. This second series of searches identified a limited number of additional items which were mostly narrow in coverage and not school-related.

Dissertation Abstracts were reviewed for recent and in-progress research on media services for handicapped students. This search revealed no public or private school-related studies for the past five years.

Throughout the year manual searches of indexes and professional journals have been conducted by the staff. The staff also continued to monitor current literature for any new materials, and projects doing so for the duration of all phases of the project.

Following is a select listing and brief discussion of the most significant studies and research which relate in some way to the purposes of the Media and Mainstreaming Project.

Training Program for Library Media Specialists to Serve the Handicapped Student, was a Library Research and Demonstration Program directed by Ardis Ruark of the South Dakota State Department of Education and Cultural Affairs. The purpose of the study was to provide school library specialists with the skills necessary for meeting the needs of handicapped children. The study objectives were to develop guides for the support and maintenance of elementary school library media specialists, to test prototype guides with selected school districts and to evaluate the training workshops based upon the guides. Since the South Dakota project focused on training, the goals differed substantially from the goals of the Media and Mainstreaming Project which focused on development of field tested operational models, guides and procedures. As part of the requirements for the South Dakota project a resource guide was developed entitled Kangaroo Kapers or

How to Jump Into Library Services for the Handicapped. This publication is an excellent resource as a collection of bibliographies and directory of agencies and provides some specific guidelines for selected aspects of media service. However, it is not as comprehensive or systematic in its scope as the Media and Mainstreaming Project.

Model Library Programs for Institutionalized Mentally Retarded and Multiple Handicapped Persons is also a Library Research and Demonstration Program directed by Helen Perash at the Northern Virginia Training Center for the Mentally Retarded. This project designed and presented model library programs for the institutionalized mentally retarded with emphasis on the severely and profoundly retarded population. The Virginia project dealt only with institutionalized handicapped persons and not with regular school media programs. It also did not cover the scope of all handicapping conditions covered by the Media and Mainstreaming Project.

The Educational Resource Center Project was directed by Ron Jenkins of the Jackson County Education Service District in Oregon. The project developed a model for the Educational Resource Center and is currently training a number of districts throughout the state to use that model. The Educational Resource Center (ERC) is a room in which a handicapped child is scheduled for specific periods of time during each day. The ERC program provides academic and/or social skill instruction to handicapped students with a goal of continuing the increasing regular class participation. The ERC is specific in its task of serving handicapped students and does not address itself to the integration of services for all learners, handicapped and non-handicapped alike. Such an integration was a necessary component of the Media and Mainstreaming Project.

Instructional Media for Exceptional Learners is the name of a course developed by the University of Georgia, College of Education, Department of Educational Media and Librarianship under the chairmanship of Dr. Juanita Skelton. The focus of the course is on adapting instructional materials to the special needs of each individual learner and it is intended for practicing media specialists and other professional educators who expect to assist classroom teachers with mainstreamed students. Jane C. Terwillegar, one of the instructors of the course has edited a handbook titled Special People, Special Needs, Special Services. This handbook is most valuable for its extensive bibliographies although not all the citations are annotated.

Dr. Barbara Baskin, Department of Special Education, State University of New York at Stony Brook and Karen Harris, School of Library Science, Louisiana State University have jointly authored and edited some of the most relevant materials gleaned

from the review of the literature. Their book, The Special Child in the Library published by the American Library Association in 1976 is a compilation of articles concerning school library service to the handicapped. This book has become somewhat dated since most of the articles pre-dated P.L. 94-142 and the current concept of mainstreaming. However, Baskin and Harris have continued their work in this field and have published an annotated bibliography evaluating books on handicaps entitled, Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. They have also published a number of articles relevant to the topic of media services for handicapped students. In addition to their writing, Baskin and Harris have designed and conducted workshops and taught classes to train media specialists to serve handicapped learners.

TREK (Teacher Training for Exceptional Kids), Portland, Oregon, directed by Dianne Warrick is a federally-funded project under the auspices of the Bureau of Education for the Handicapped. Five school districts in the Portland area were involved in Project TREK which provided in-service training aimed at helping regular classroom teachers to identify handicapping conditions and to design lessons and curriculum to meet the needs of handicapped students. TREK was limited in its objectives and did not deal specifically with the Media and Mainstreaming focus on the library/media center.

The Teacher Incentive Program in Eugene, Oregon has developed a program under Cory Stout called "We're Like You". The program's emphasis is on helping non-handicapped students understand and relate to handicapped students. "We're Like You" does not deal specifically with library media programs but it does have elements which could be incorporated into a media center program of awareness.

In the past most of the emphasis for library service for the handicapped has been placed on public library services, primarily serving the adult patron. In this regard the American Library Association published guidelines in 1967 titled Standards for Library Services for the Blind and Physically Handicapped. More recently Maryalls G. Strom edited a compilation of articles in Library Service to the Blind and Physically Handicapped. Most of these articles are dated and with a few exceptions are not specific to school media programs. The most recent book in this category is Kieth C. Wright's Library and Information Services for Handicapped Individuals (1979). This book is up-to-date and has a storehouse of information but its emphasis is again on the public as opposed to school library.

Several books which are specific to school media services for handicapped students are forthcoming. One, Library Media Programs and Special Learners will contain case studies of

exemplary media programs serving the handicapped student. It is being compiled by D. Philip Baker and Dave Bender, both of whom are prolific in writing articles relevant to the topic of media and mainstreaming. Dave Bender, while with the Maryland State Department of Education edited the department publication Issues in Media Management. The 1977 issue contained a promising section on "The Role of Media Services in the Education of the Special Student". Maryland continues to publish timely material on this topic.

Another book Special Programs for Special Children edited by James Luther Thomas and Carol H. Thomas is scheduled for release this fall. It promises to cover "current broad considerations of successful print and nonprint programs that are meeting the needs of handicapped students as reported in leading educational journals from 1973-79 by type of handicapping condition". (School Media Quarterly, Fall 1979).

Over the last few years several professional library/media journals have devoted entire issues to varying aspects of service to the handicapped:

Audiovisual Instruction Vol. 14, November 1969 (The Role of Media in Special Education).

Audiovisual Instruction, Vol. 21, December 1976 (Technology and the Exceptional).

Illinois Libraries, Vol. 59, September 1977 (Media/Information/ Services for Exceptional Students).

Interracial Books for Children Bulletin. Vol. 8, No. 6 and 7, 1977 (double issue on Handicappism in Children's Books).

School Media Quarterly, Vol. 6, Summer 1978 (Special Education: A Continuum of Services).

With an increase in publication on the topic of mainstreaming there is a fresh budding of articles on the topic of media services for mainstreamed students. During Phase I of the Project the increased frequency of the topic was noticed. It is a credit to the growth of the profession and the active concern for the educational rights of the handicapped that many articles, published only a few years ago, are already dated. Fortunately those who wrote many of the articles are also growing and updating their thoughts and new names are appearing. These articles range from the commitment of a school media specialist to make her center meet the needs of all students "There Are No Other Children" by Eliza Dresang (School Library Journal, September 1977) to the specific needs of "Serving the Visually Handicapped" by John F. Henne. (School Library Journal December 1978).

Another area of publication where the role of the media specialist is being addressed is in books dealing with instructional design for handicapped students. In such books as Educating All Handicapped Children, edited by Robert Heinich and Teaching Exceptional Children in All American Schools, by Maynard C. Reynolds and Jack W. Birch, the role of media and the media specialist as an instructional team member is addressed.

There continues to be a void however, of comprehensive materials that cover all aspects of the media center in relation to all handicapping conditions. The media specialist still needs tools with which to measure and evaluate the success of his/her program in meeting the needs of the handicapped learner. To this end the model, guidelines and assessment guide included in Mainstreaming in the Media Center: A Manual for Media Specialists have been developed. (See Appendix A).

CONCLUSIONS

1. Void in professional literature relating to school media programs for handicapped students.

Prior to submitting the proposal for Phase I of the Project a preliminary computer search of the literature was conducted through ERIC and Exceptional Child Abstracts. Few items were found relating to the Project scope. Throughout the year these searches were supplemented by additional computer and manual searches of education, special education and library media indexes, and Dissertation Abstracts. In addition, attendance at conferences and input from media specialists and special educators serving on various project committees kept the Project staff up-to-date on publications and research being conducted.

At the beginning of the project there were some journal articles and a few books and reports on conferences, workshops, and projects on the general topic of the proposal. None, however, covered the specific scope of the Media and Mainstreaming Project.

Throughout the year there has been an increase in journal articles on media services for handicapped students and several books on related topics, most notably Library and Information Services for Handicapped Individuals, by Kieth Wright, 1979; Kangaroo Kapers, or How to Jump Into Library Servic for the Handicapped, by Ardis Ruark and Carole Melby; and the forthcoming book of case studies in which the Media and Mainstreaming Project will be included, Library Media Programs and Special Learners, by D. Philip Baker and David Bender.

There has also been an increase in research and related projects on helping teachers cope with mainstreaming and these projects sometime touch on media in such areas as evaluation, selection and use of media materials.

What is still lacking, however, are the types of materials proposed and designed for the Media and Mainstreaming Project, namely comprehensive materials dealing with all aspects of the media program in relation to all handicapping conditions, and field-tested operational models, guidelines and assessment guides for use by media personnel in revising their media centers to meet the needs of handicapped students.

2. Need for comprehensive and field-tested materials.

That there is a need for such materials has been born out during Phase I of the Project. Inquiries, requests for information and products have come from around the country in response

to the Project's information dissemination plan. The Project's requests to state department's of education for publications they might have on the topic frequently resulted in calls and letters stating that they lacked such materials and would like to be placed on the Media and Mainstreaming mailing list to receive information and products. Similar responses have come from individuals who obtained the project brochure through state and national meetings. The support of the four participating school districts in Oregon and the members of the Advisory and Task Force committees is based upon the recognition of this need. Likewise, there has been a continued show of interest and support from such professional organizations as the Oregon Educational Media Associaion and the Oregon chapter of the Council for Exceptional Children, and a strong administrative commitment from the Portland State University School of Education.

3. Need for a comprehensive media program.

In writing the actual Guidelines the conclusion was reached that foremost to meeting the media needs of handicapped students is the existence of a comprehensive media program that is actually meeting the needs of the school even without handicapped students. Such a program is already going far toward the accomodation of a diverse school population. When such a program exists it is often the attitude of the media specialist in going beyond the requirements of the law that makes the center psychologically as well as physically accessible.

4. Need to field-test the ~~materials~~ model.

The final conclusion is that in order for the model, guidelines and assessment guide to be useful they must be validated through a series of field-tests in actual school situations where the media specialists can evaluate how effective they are in revising their media program to meet th actual needs of the handicapped students and their teachers. To this end Phase II of the project which has been funded for June 15, 1979 through June 14, 1980, will concentrate on the field testing of the materials and the revision of their content and form based upon the conclusions of those tests.

BIBLIOGRAPHY

Audiovisual Instruction. Vol. 14, November 1969 (Issue theme: The Role of Media in Special Education).

Audiovisual Instruction, Vol 21, December 1976 (Issue theme: Technology and the Exceptional).

Baker, D. Philip and David R. Bender. Library Media Programs and Special Learners. Syracuse, N.Y.: Gaylord Publishers, NYP.

Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker, 1977.

Baskin, Barbara and Karen H. Harris, editors. The Special Child in the Library. Chicago: American Library Association, 1976.

Bender, David R. "Opening Remarks", Issues in Media Management, 1977.

Dresang, Eliza. "There Are No Other Children", School Library Journal (September 1977).

Goldstein, Herbert "The Role of Media Services in the Education of the Special Student", Issues in Media Management, 1977.

Heinich, Robert, editor. Educating All Handicapped Children. Englewood Cliffs, N.J.: Educational Technology Publications, 1979.

Henne, John F. "Serving the Visually Handicapped", School Library Journal (December 1978).

Illinois Libraries. Vol. 59, September 1977 (Issue theme: Media/ Information/Services for Exceptional Students).

Interracial Books for Children Bulletin. Vol. 8, No. 6 and 7, 1977 (Double issue theme on Handicappism in Children's Books).

Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in All American Schools. Reston, VA.: Council for Exceptional Children, 1977.

Ruark, Ardis and Carole Melby. Kangaroo Kapers or How to Jump Into Library Services for the Handicapped. Pierre, South Dakota: Division of Elementary and Secondary Education, 1978.

School Media Quarterly. Vol. 6, Summer 1978 (Issue theme--Special Education: A Continuum of Services).

Standards for Library Service to the Blind and Physically Handicapped. Chicago: American Library Association, 1967.

Strom, Maryalls G. Library Service to the Blind and Physically Handicapped. New York: Scarecrow Press, 1977.

Terwillegar, Jane, editor. Special People, Special Needs, Special Services. Athens, Georgia: University of Georgia, Department of Educational Media and Librarianship, 1978.

Thomas, James Luther, and Carol H. Thomas. Special Programs for Special Children. Phoenix, Arizona: Oryx Press, NYP.

Wright, Kieth C. Library and Information Services for Handicapped Individuals. Littleton, Colorado: Libraries Unlimited, Inc., 1979.

APPENDIX A

MAINSTREAMING IN THE MEDIA CENTER

A MANUAL FOR MEDIA SPECIALISTS

by

Dr. Joyce Petrie

Linda M. Schmoldt

Linda Whitmore

1979

Portland State University
Portland, Oregon 97207

MAINSTREAMING
IN THE MEDIA CENTER
A Manual for Media Specialists

A MANUAL DEVELOPED

As Partial Requirement

for

HEW GRANT FOR

PROJECT No. 475AH90019

GRANT No. G007801804

EDUCATIONAL MEDIA FOR HANDICAPPED STUDENTS

IN REGULAR K-12 SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education

OFFICE OF LIBRARIES AND LEARNING RESOURCES

PHASE I (1978-1979) PROJECT STAFF

DR. JOYCE PETRIE

PROJECT DIRECTOR
Associate Professor, Program in Educational Media,
School of Education, Portland State University

LINDA WHITMORE

ASSISTANT DIRECTOR

LINDA M. SCHMOLDT

RESEARCH ASSISTANT

KATHIE THORNTON-JONES

GRADUATE ASSISTANT

The following media specialists and special educators contributed to the development of this manual. Their participation is greatly appreciated.

PROJECT TASK FORCE

Larry Brown
Teacher of Visually Handicapped
Child Services Center
Portland, Oregon

Philip F. Corson
District Media Coordinator
North Clackamas School District
Milwaukie, Oregon

Jorie L. Gibson
Learning Specialist
Milwaukie Elementary School
Milwaukie, Oregon

Hazel Graham
Media Specialist
Sunset High School
Beaverton, Oregon

Thomas Green
Teacher, Learning Center
West Linn High School
West Linn, Oregon

Nancy Harden
Teacher of Severely Handicapped
Sunset Valley Elementary School
Beaverton , Oregon

Vern E. Hess
Director of Media Services
Clackamas County Ed Service Dist.
Marylhurst, Oregon

Gail N. Kish
Librarian
Cedar Park Intermediate School
Beaverton, Oregon

Pamela Maben
Media Specialist
Kinnaman School
Beaverton, Oregon

Rebecca Macy
Media Specialist
Oak Grove Elementary School
Milwaukie, Oregon

Toni Martinazzi
Library/Media Specialist
Grant High School
Portland, Oregon

Jerry Nutt
District Media Specialist
Beaverton Public School District
Beaverton, Oregon

Suzanne K. Peterson
Media Specialist
Laurelhurst Elementary
Portland, Oregon

J. Normandie Phelps
Special Educator
Campbell Elementary School
Milwaukie, Oregon

Allan D. Quick
Library Supervisor
West Linn School District
West Linn, Oregon

Stella Satern
Instructional Media Coordinator
Oregon City School District
Oregon City, Oregon

Larry W. Seachris
Supervisor, Student Special Services
West Linn School District
West Linn, Oregon

Lisa Thomas Turpel
Child Development Specialist
Multnomah County
Gresham, Oregon

We would like to thank the following for their input, evaluation, and directional advisement.

NATIONAL ADVISORY COMMITTEE

Dr. Clifford D. Baker
Associate Professor
School of Special Education and Rehabilitation
University of Northern Colorado

Dr. Roland G. Billings
Director of Media Services
Ann Arbor Public Schools
Ann Arbor, Michigan

Dr. Donald Ely
Professor of Education
Director, ERIC Clearinghouse on Information Resources
School of Education
Syracuse University
Syracuse, New York

Dr. Wayne Lance
Professor of Education
Special Education
University of Oregon
Eugene, Oregon

Peggy L. Pfeiffer
Director of Learning Resources and Media Services
Lafayette School Corporation
Lafayette, Indiana

Dr. Mel Weishahn
Professor
School of Special Education and Rehabilitation
University of Northern Colorado
Greeley, Colorado

UNIVERSITY ADVISORY COMMITTEE

Dr. Steve A. Brannan
Professor, Special Education
School of Education
Portland State University
Portland, Oregon

Allan F. Frazier
Assistant Professor
Program in Educational Media
School of Education
Portland State University
Portland, Oregon

Diane Gutman
Director
School of Education Media Lab
Portland State University
Portland, Oregon

Ray S. Rothstrom
Coordinator, Mental Retardation
Special Schools and Special Education Division
Oregon Department of Education
Salem, Oregon

Dr. Ronald G. Petrie
Dean
School of Education
Portland State University
Portland, Oregon

Cheryl Ann Scanlon
Assistant Professor
Special Education
School of Education
Portland State University
Portland, Oregon

Lyle Wirtanen
Media Specialist and Grants Manager
Oregon Department of Education
Salem, Oregon

PREFACE

This manual is designed to provide a model and guidelines for school library/media specialists in evaluating their media programs in relation to the needs of handicapped students.

Chapter 1 is the model on which these guidelines are based. This model is basic and will be expanded at later stages of this project.

Since much is currently being written on the topic of mainstreaming itself, only a brief overview of mainstreaming is given in Chapter 2 with additional references for more extensive study presented in the Resources section. (Chapter 19).

Chapter 3 states the media philosophy on which this model and guidelines are based. The philosophy is basically in agreement with the standards proposed by the American Association of School Librarians, ALA, and the Association for Educational Communications and Technology in Media Programs District and School (1975). It is felt that the inclusion of handicapped students in the media center is a natural extension of this philosophy.

Chapters 4-10 are divided according to the various components of the media center (Staffing, Programs-Services, Programs-Instruction, The Media Collection, Equipment, and Facilities and Environment). They address the considerations that should be made for handicapped students in general in each of these areas.

Chapter 10 introduces the next 8 chapters (11-18) which are specific to handicapping conditions in relation to the components of the media

center,(i.e. staffing, services, instruction, etc., for visually impaired) After reading the first 10 chapters, media specialists can then refer to the section(s) specific to their students.

The Resource section (Chapter 19) is in no way comprehensive. Rather than give extensive lists of organizations and publications, a few items are listed which provide that type of information, the Directory of National Information Sources on Handicapping Conditions and Related Services being a key item.

The Assessment Guide (Chapter 21) basically incorporates the information in the guidelines into an evaluation form. Using this form, media specialists can begin to measure on what level they are meeting the needs of the handicapped students being mainstreamed into their centers.

For the purposes of this manual the following terminology will be used.

Media Center: School library media center, instructional materials center, learning materials center, library, educational media center or any title that designates an area where print and nonprint materials for general school usage are stored. Satellite areas such as math or science resource rooms are included as part of the media center.

Special education resource rooms, where special curricular items are housed and where tutoring and remedial teaching occurs on schedule throughout the day, are usually considered outside the scope of the media center.

Media Specialist: Titles such as librarian, instructional materials specialist, learning resources specialist, library media specialist, and educational media specialist are synonymous and reflect the changing role of the individual who has broad professional preparation in print and non-

print forms of communication and the accompanying technology.

The Media Collection: All print and non-print materials, excluding textbooks and workbooks, available for use by students and staff in the building. Although not all items are housed in the media center proper, they are centrally cataloged and administered.

INTRODUCTION

Historically, school media specialists have viewed their roles in somewhat limited ways: 1) as persons responsible for a collection of materials that meets curriculum needs for a general study body; 2) as persons initiating media program activities for general classes or individual students; and, 3) as persons providing students who are motivated to come to the media center with opportunities for exploration of ideas and personal interests. Media specialists have generally given only "token" service to handicapped students who were able to make their needs known and to special education teachers who asked to bring a class of students to the media center for stated activities (such as story-telling). Many handicapped students who were segregated into special programs did not have the opportunity to make use of the media center. For the most part, media specialists have had minimal contact with and no training for working with handicapped students. Little effort has been made to increase knowledge about and sensitivity to the needs of handicapped children and youth, or to make related improvements in the school media center and its programs.

In recent years two major forces have influenced the educational scene which require media specialists to change and to develop new knowledge and skills. The first is a trend in education toward individualized, mediated instruction. This requires school media specialists and media centers to become integral parts of curriculum and instruction. The second influence is federal legislation for the handicapped.

In 1975 landmark federal legislation was passed entitled the Education For All Handicapped Children Act (PL 94-142) which mandates that handicapped children be mainstreamed into the regular program of the school and in the least restrictive environment. The direct implication is that regular educators in all fields and at all levels must be prepared to revise and increase their services to handicapped children and youth being mainstreamed into their programs. This requires a commitment from all educators including media specialists. School media specialists must develop new skills and concepts in their areas of expertise in order to fulfill the requirements mandated by PL 94-142. They must revise the media center and its programs and services in order to meet the needs of handicapped students.

In response to the mandates of PL 94-142, procedures and methods must be identified or developed that will satisfy the following needs specific to the media center:

1) Media personnel need to be more knowledgeable about the media needs of handicapped students and ways to use and adapt media resources to meet those needs.

2) Handicapped students need to have access to more extensive media services as part of their educational program, the opportunity to be placed in the least restrictive educational environment, and the opportunity to interact with peers who are not handicapped as they use the school's media services.

3) Teachers and administrators need to be more knowledgeable regarding media methods, techniques, programs, services and

materials for use with the handicapped learner.

4) School districts, regional education agencies and state departments of education need to have available to them a variety of tested operational models, strategies and procedures for increasing the usability of media centers and for developing programs and policies in support of the media needs of handicapped students.

A major problem exists for the school media specialist in meeting these needs since there has been no maior research producing models and materials to assist them in accomplishing such an important goal.

Journal articles, books and reports of workshops and conferences on the subject of media center programs for handicapped students are currently available in the professional literature. More are published each month. The primary limitation to these materials is that they are specific either to one or two handicaps or to only certain aspects of the media program. In general, the more comprehensive materials emphasize public library service to the handicapped, rather than school media center programs.

The Media and Mainstreaming Project (HEW Project #475AH90019, Grant #G007801804, Office of Libraries and Learning Resources, U.S. Office of Education) is designed to meet the above stated needs and to fill the gap in the professional literature concerning media center programs for handicapped students. The project, currently funded from June 1978 to June 1980, is administered through the Program in Educational Media/School Librarianship, School of Education, Portland State University, Portland, Oregon.

The overall purpose of the Project is to develop and disseminate a field tested operational model, guidelines, and assessment tools plus related materials which can be utilized by school personnel to revise their school's media centers, libraries, and related programs in response to the needs of handicapped students. School library/media personnel at the elementary, secondary, and district levels comprise the primary target group to be served by the Project.

The Media and Mainstreaming Project is intended to accomplish the following tasks:

a) To conduct a comprehensive assessment of the media-related needs of handicapped children: Learning Disabled, Physically Handicapped, Speech Impaired, Emotionally Handicapped, Educable Mentally Retarded, Trainable Mentally Retarded (Multiply Handicapped), Visually Impaired/Blind, and Hearing Impaired/Deaf.

b) To conduct a comprehensive search of the literature for relevant information as related to the Project.

c) To develop a field tested model and guidelines for districts to utilize in revising the school's media programs to meet the needs of handicapped students listed in (a) above. The model will specify requirements for a media center in the following areas: 1) Staffing, 2) Programs--services, 3) Programs-instruction, 4) media collec tion, 5) Facilities and environment, and 6) Equipment as they relate to the needs of handicapped students.

d) To develop a field-tested assessment guide which a district can use to determine whether their media centers meet the needs of handicapped students included in the study at a minimal, satisfactory, or optimal level.

e) To prepare other materials based upon the research and model content (i.e., bibliographies, journal articles, media kits).

f) To disseminate the products on a statewide, regional and national basis.

g) To report the Project results to key professional groups and in various professional journals.

The Project is designed to utilize the services of experts from local, state, and national levels in a synthesized approach combining the expertise of professionals in educational media and special education. Nationally prominent individuals from both fields assist the Project staff by providing input, direction and evaluation of project activities and products. Special educators and media specialists from Portland State University and the Oregon State Department of Education also serve in an advisory capacity.

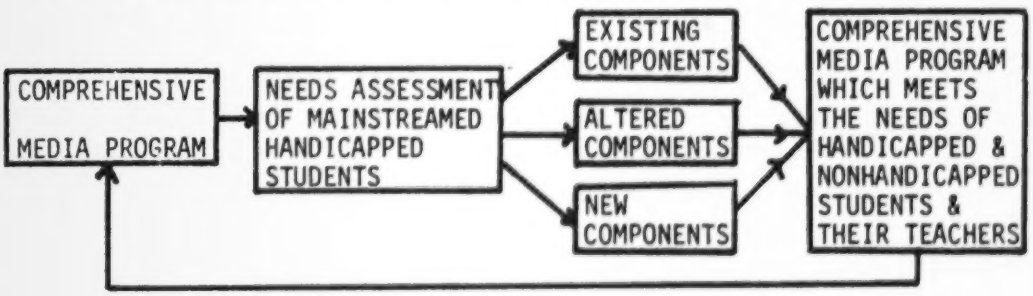
In addition, the Project Task Force committee, composed of district and building level special educators and media specialists, works closely with the staff in generating content based on current research and literature and on professional experience.

The Project staff conducted an extensive search of the professional literature for information relevant to the media-related needs of handicapped students. The staff and committee members cooperated to develop

this manual which is intended to assist media personnel and school districts in revising their media center programs to better serve handicapped students. The manual will be field-tested statewide, including less extensive samplings regionally and nationally.

CHAPTER 1, THE MODEL

This model presupposes three basic conditions. First, that the media center is viewed as an essential and central part of the school's total instructional and curricular program; second, that as such it is designed and managed by a professional media staff who work to provide a quality program of media instruction and services which make the facility, collection and equipment accessible to the entire school community; and third, that the commitment of the media specialist is to support and defend the rights of all students to equal educational opportunities.


COMPREHENSIVE MEDIA PROGRAM
NEEDS ASSESSMENT OF MAINSTREAMED HANDICAPPED STUDENTS
EXISTING COMPONENTS
ALTERED COMPONENTS
NEW COMPONENTS
COMPREHENSIVE MEDIA PROGRAM WHICH MEETS THE NEEDS OF HANDICAPPED & NONHANDICAPPED STUDENTS & THEIR TEACHERS

The model begins with a "comprehensive media program". It is assumed that based upon the above conditions such a program is essentially designed and implemented in accord with the media needs of the school.

It is through such a program that the media needs of handicapped students must also be viewed. The assessment of their needs, as with nonhandicapped students is an ongoing process as the school's handicapped population, individual students, the needs of their teachers and staff and the curriculum change.

All these needs must first be viewed in light of what the media program already has to offer (Existing Components). Since handicapped students are first of all children and young adults many of their needs are the same as for other students and can be met by the same resources (those which are available in the center, school and school district).

But because these students are handicapped they also have some unique needs. Often those needs can be met by adaptations and modifications to the existing program (Altered Components). Perhaps a staff member needs additional training, a stairway needs a ramp, a diagram needs to be enlarged, or a silent film needs a reader.

When existing or altered components cannot meet the needs of handicapped students, "New Components" must be added. These can be borrowed, bought or even developed.

If the needs of handicapped students are not being met, the evaluation should go back to the original program. Likewise, if those needs are being met mostly through new components the question should be asked: is the fault that handicapped students need and demand so much more, or does the original program fully meet the diverse needs of the school even without handicapped students?

The guidelines presented in this manual will show ways that media specialists can use existing, altered, and new components to meet the needs of mainstreamed handicapped students.

CHAPTER 2, MAINSTREAMING

	page
Major Components of P.L. 94-142	3
Origins of P.L. 94-142	4
Humanistic Implications of P.L. 94-142	6

CHAPTER 2, MAINSTREAMING

This section presents an overview of P.L. 94-142:

--major components

--origins

judicial and legislative precedents

research findings that precipitated the law

--humanistic implications

Much has been written on the topic of mainstreaming and P.L. 94-142. For more comprehensive information see Chapter 19, Resources.

Major Components of P.L. 94-142

P.L. 94-142, the Education for All Handicapped Children Act, was signed into law on November 29, 1975. Through the law the Congress of the United States reiterated the civil rights of all handicapped children to receive a free public education. The law carried with it the authorization of funds to help states and local education agencies comply with its regulations and the threat of financial penalities for noncompliance.

P.L. 94-142 mandates the right of all handicapped children to 1) free and appropriate public education, 2) in the least restrictive environment, 3) based on individual education programs, 4) with procedural safeguards (due process) and parental involvement. This law applies to all handicapped children who require special education and related services, age 3 to 21 inclusive.

P.L. 94-142 spells out the federal government's commitment to the education of all handicapped children, specifying a plan that will insure the rights of these children to a "free and appropriate public education." It calls for free education, protecting the students and their parents or guardians from having to pay for any portions of their educational program, except for incidental fees for such things as textbooks and supplies that all students in the program must pay for. The law reflects the view that the best education for all children ("most appropriate" and "least restrictive") is accomplished in regular classrooms and other regular settings. Therefore, while many handicapped students will require special classes or assistance and services, many others will begin to move into traditional classroom settings for the first time. This is called mainstreaming.

Origins of P.L. 94-142

P.L. 94-142 is based on a history of landmark court decisions, civil rights and education legislation, and a strong research rationale. In Brown v. Board of Education (1954) the U.S. Supreme Court rules that "separate but equal" programs and facilities are inherently unequal. The federal court in Pennsylvania (1972) ordered zero-reject education for retarded children: access to free public education for all retarded students regardless of degree of retardation or associated handicaps. Additionally the ruling included the provision that the education of all children be based on programs of education and training appropriate to the needs and capacities of each student. The third major component of the decision was that the most integrated and most normalized programs are favored in determining appropriateness.

Shortly afterwards, a court decision in Washington, D.C. (1972) extended the zero-reject provision to all handicaps. In 1973 a New Orleans court added the requirement for a written individualized plan for the education and training of each exceptional child. (Gilholl, pp. 9-10, 12)

In addition to judicial precedents, civil rights and education legislation provided impetus to the formulation and enactment of P.L. 94-142. P.L. 94-142 is actually a revision of Part B of the earlier Education of the Handicapped Act (EHA); other sections of EHA are still in force. The Education Amendments of 1974 (P.L. 93-380) contained due process provisions and also assurance of education in the least restrictive environment. Section 504, enacted through P.L. 93-112, the Vocational Rehabilitation Act Amendments of 1973, mandates that exclusion of the handicapped from any educational program be prohibited after June 1, 1977. Section 504 is a civil rights statute and does not contain monies authorization or financial penalities for non-compliance that P.L. 94-142 has.

Besides the court decisions and federal legislation that laid the groundwork for P.L. 94-142, research evidence also supported the basic tenets of the new law and made the need for such legislation more obvious. In The Exceptional Individual Telford and Sawrey (p.) provide a rationale for mainstreaming and P.L. 94-142 based on research evidence:

1) studies have failed to establish the effectiveness of special education classes;
2) medically and psychologically defined diagnostic categories proved inadequate for educational purposes.

3) irrelevant factors (social class, race, sex, etc.) were influencing special class placement; and

4) stigmatization has deleterious effects upon students.

Johnson and Johnson (p. 37) support the above four statements and add two more:

5) equal access to school resources is needed by all students, and

6) healthy social development of handicapped students requires that they be part of the mainstream of social life for children their own age.

P.L. 94-142 is law. It was founded on judicial and legislative precedents and on sound research findings. It is past the point of testimony, lobbying, and amending. The question is not whether handicapped students should be accommodated in the regular school setting, but how they will be accommodated. Schools and school personnel everywhere are struggling with the implications of this law, in terms of the educational program of the school, the curriculum, and the facilities. Perhaps if we emphasize the spirit of the law, the letter of the law will be easier to uphold.

Humanistic Implication of P.L. 94-142

P.L. 94-142 recognizes two essential points:

1) handicapped children in the past have not received equal educational opportunities, and

2) handicapped children have a right to equal educational opportunities.

The right of handicapped persons to equal education is inherent in

many of the concepts expressed in the Swedish Normalization Laws, part of Swedish legislation (1967) regarding provisions and services for mentally retarded persons, which have subsequently come to be viewed as a "Bill of Rights" for all handicapped persons:

--The Right to a Normal Rhythm of Day

--The Right to a Normal Routine of Life

--The Right to a Normal Rhythm of Year

--The Right to a Normal Developmental Experience of the Life Cycle

--The Right to Decide and Choose for Oneself

--The Right to Live...in a Bisexual World

--The Right to Normal Economic Standards

--The Right to Live, Work, and Play in What is Deemed Normal and Humane for that Society

These are human rights--right steeming from the fact that first and foremost the handicapped are people, people with the same basic needs as everyone else:

--The need for love and friendship

--The need for acceptance as he/she is

--The need to know what is expected of him/her

--The need to achieve

--The need to grow, develop and learn (mentally, physically, emotionally)

--The need to do for others and to feel needed

--The need to be creative

--The need for independence

--The need for structure/discipline and freedom

--The need to have identity

--The need for security

--The need for encouragement

--The need to communicate (expressive language and to be listened to)

--The need to share

--The need for privacy, quiet and solitude

--The need for self-esteem (Coyne, P. _

These needs are not based on a person's physical ability to function. "Does 'less able' mean 'less worthy'". (Paul, p. 50) We certainly do not feel that way when sickness, accident,aging, or circumstance inhibit some aspect of our "normal" functioning. We would not want to be treated differently; we would not want to be isolated, ignored, dehumanized, or discriminated against.

The belief that handicapped students may need special attention causes many to urge continuation of special segregated classes where students can receive the help they need, outside the regular school community. But we are all unique. What if we had only one of these choices:

1) If you want to be treated like everyone else, then don't expect special consideration, or
2) If you want special consideration, then don't expect to be treated like everyone else.

Not much of a choice, is it? For there are many, many times when we want to be treated as individuals; have our unique talents recognized,

our creative potential affirmed and our individual needs met. We have our own styles, beliefs, concerns--we do not want to be lumped into one bag with everyone else.

But we are also similar to everyone else in our humanness and our needs as human beings. If the emphasis upon our uniqueness in any way separates, isolates, or dehumanizes us against our will, it detracts from our basic human rights.

Women are different from men, races are different, age groups are different, handicapps are different. All can be used to discriminate and destroy human potential. All can be used to affirm individuality and uniqueness.

We must begin to recognize that education must be individualized for all students. The schooling must fit the student's needs, capabilities and interests. We must not mold the student to fit the school.

Most handicapped students' educational needs can best be fulfilled through some degree of mainstreaming into the regular school setting and routine. Mainstreaming involves "the interaction and togetherness of children who otherwise would have learned and lived apart..." (Dresang, p. 22) This interaction and togetherness can and should be a positive experience for teachers, handicapped and non-handicapped students alike. Handicapped students are resources--resources for which time, energy and money must be invested to bring them to full potential. But they are also a resource in what they can contribute to other students (handicapped and non-handicapped), to their teachers,

school and society.

The process begins with exposure: handicapped students must be allowed contact--they with the world, the world with them! They must be allowed to interact, to grow in their understanding of the world and what it means to be a part of it. Mainstreaming is aimed at providing handicapped students with "access to and constructive interaction with non-handicapped peers..." (Johnson and Johnson, p. 39)

Much of this manual will be about accessibility. Students must have physical access to schools and school rooms (in this guide specifically the media center). Once in the room they must have access to its space and contents. Their participation in all its programs and use of all its materials must be encouraged and facilitated. This book will talk about physical and environmental barriers; access to materials; policies, rules and procedures which create artificial barriers; and the attitudes of the media specialist, the media staff, and other students which inhibit full participation in and utilization of the media center by the handicapped learner.

Achieving accessibility may require structural changes, but more often it involves openness, planning and flexibility, and in many instances, just plain common sense. Above all, access involves sensitivity to the student. We can push, shove, and carry the student to the materials or the materials to the student. But to allow that student <u>access with the greatest independence and the least loss of dignity</u> is perhaps the key to what this book is all about.

CHAPTER 3, THE MEDIA CENTER PHILOSOPHY

The media center is an integral, active teaching component of the school's total instructional program. It is designed to assist students to grow in their abilities to find, generate, evaluate, communicate and apply information that helps them to function effectively as individuals and to participate in society. (AASL, p. 4)

Because each student has a unique combination of needs, interests and capabilities, a wide variety of resources and experiences are essential in satisfying their academic and leisure-time needs. The media center, through all of its components, can provide this necessary variety of learning opportunities:

Staff: Media specialists are professionally trained teachers with additional professional training in library media. They develop, administer and implement the media program and work cooperatively with other teachers, administrators and students to complement, extend and enrich the school's instructional program.

Program: The media center program is the system by which the media staff makes the facility, equipment and collection accessible to the entire school community through media services, instruction, and enrichment activities.

Services: Media services are the activities which facilitate the functioning of the media center. These services include: selection, evaluation and processing of media and equipment; circulation; reference; consultation; production; in-

service; orientation; public relations; and special activities.

Instruction: Through a media curriculum students are given instruction in media skills and competencies. These skills include locating, using and communicating information: locate (identify, select, evaluate, distinguish, etc.) use (read, listen to, view, interpret, comprehend, apply, etc.) Communicate (organize, produce, create, design, present, etc.)

The Media Collection: The collection includes all forms of print and non-print materials at a variety of levels to meet the needs of students and staff. The materials permit a multi-media approach to teaching and learning. They support, implement and enrich the school's curriculum, allow for individualization, and encourage further interest and study.

Equipment: The media center provides the hardware needed to make use of the collection allowing students to access information according to their own style and pace.

Facilities: The physical facilities provide areas where students can read, listen, view and produce materials; where they can explore ideas; and where they can work and learn individually and together. Facilities are flexible to allow for varied activities to take place simultaneously. Arrangement promotes independent usage of resources and equipment.

Media centers have typically provided a variety of resources and experiences for nonhandicapped students. The media program is an integral part of the student's total school experience. Handicapped students also

need to have access to the media center and all its components to insure that their social and educational needs are met.

Because the media center is already geared to meeting the variable needs of individuals, and because most handicapped students have the same basic needs as all students, the media center is a natural place for mainstreaming. When existing components of the center are not adequate for meeting handicapped student's needs, those same components can often be modified or adapted for special conditions. Only occasionally will the needs of handicapped students require extensive changes and new materials. And often those changes will benefit the entire school.

Today's schools must take a new and creative look at the media center to determine how they can further extend and enrich the program for the special learner. The media center must be a "mainstream" in the education of all handicapped students.

CHAPTER 4, STAFFING

	page
Introduction	14
Acquiring Professional Competencies	17
Resources	20
Developing Positive Attitudes	23
Resources	25
Media Specialist as Manager of the Media Center	27
Paid Aides	28
Volunteers	29
Student Helpers	30
Media Specialist as Resource to Teachers	32
Media Specialist as Team Member	36
Media Specialist and the Administration	37
Media Specialists and Students Other Than Handicapped	38
Media Specialist and the Handicapped Student	39
Media Specialist and the Community	44

CHAPTER 4, STAFFING

A media center program could not exist without a media specialist! Media specialists are teachers with additional professional training in library and information science, educational communications and technology, and curriculum. The roles that a media specialist must fill are many and varied: manager of the center, resource and liaison for teachers and administrators, instructional team member, public relations specialist... But a media professional combines his or her attributes, training and experience to fill those roles and to create an effective and cohesive program.

This section will present steps that the media specialist can take to develop personal and professional competencies for filling those roles in relation to the needs of the handicapped learner.

Mainstreaming succeeds or fails in relation to the degree of commitment of the building level staff. People make mainstreaming work--not laws or court decisions, not state or district plans. Successful mainstreaming within the media center itself depends upon the media professional.

Working from a base of uncertainty often makes the prospect of serving handicapped students in the media center an overwhelming responsibility. But, as D. Philip Baker states, "Library media programs for special learners should be viewed as logical and natural extensions of our historic services and not as aberrations." (Baker, p. 175) The media specialist who recognizes students' individual needs and

interests and who strives to satisfy them does not need to make wholesale program changes to accommodate handicapped students.

However, media specialists may need to become more knowledgeable and to develop positive understandings about special learners in order to make the "logical and natural extensions" to their media center services for the handicapped learner. Equipped with an increased understanding of handicapped students, media specialists will be better prepared, and hopefully more committed, to working with them creatively and positively, and therefore successfully.

Becoming a media specialist who works successfully and comfortably with handicapped learners involves two things: acquiring professional competencies and developing or strengthening positive personal attitudes. P.L. 94-142 is not intended to make special educators out of all regular educators, media specialists included, but rather to have regular educators embrace the rights of all children to equal education opportunities and adopt some of the attitudes and strategies that make that right a reality.

The following suggestions will facilitate this process of information acquisition and attitude development:

1) Concentrate on handicaps exhibited by students currently in your school. All handicapping conditions are very rarely represented in any one school; trying to study them all at one time may be counterproductive and frustrating. Concentrate on remaining handicaps later, as time permits and as new special students come into your school.

2) Look for similarities among the handicaps and between handicapped and nonhandicapped students. Handicapping conditions can be grouped into broad categories, such as intellectual, emotional, or physical impairments, with many similarities inherent within those categories. Most importantly, however, is the fact that special students are people first. They have many more needs and interests that are the same than are different from nonhandicapped students. Emphasizing the similarities among handicaps and between the handicapped and nonhandicapped will also help discourage the practice of attaching and using stigmatic labels to describe individuals and group of students.

3) Focus on learning styles and how they translate into teaching strategies. The deaf child most certainly relies primarily on visual learning; the blind child relies on tactile and auditory modes. But, students whose primary handicaps involve mobility will exhibit learning styles as diverse as the general population. Teaching strategies that emphasize an individual's best learning style concentrate on that individual's strengths, not weaknesses.

4) Try experinetial activities that will give you some degree of understanding of what it may be like to live with various handicaps. For instance, use a wheelchair or crutches not only to test the accessibility of your surroundings but also to experience how differently other people respond to you. View a film or filmstrip without the sound; try another one unfocused. Even though many more facets of a particular handicap exist than one can "pretend" to experience in these activities, a nonhandicapped person can gain at least some insight

into the difficulties of the handicapped.

5) Select several of the most useful informational articles and books to study carefully, rather than amassing a collection too large to wade through. A great deal of information is currently available in the professional literature about P.L. 94-142 and its ramifications, about handicapping conditions, and about exemplary special education and mainstreaming programs. Some material is available about media services, facilties and resources for special learners. Locating the information is not the problem, but making good use of it is. Media specialists should exercise the skills they teach--selecting and utilizing the most applicable resources.

Acquiring Professional Competencies

The professional media specialist is a teacher, formally trained and experienced in both classroom teaching and media. Only when the media specialist is a trained professional does the building staff see the media program as a continuation of the classroom and the media specialist as an equal team member in the educational community. This formal training provides the skills and educational breadth which facilitate continued professional growth.

Media specialists are challenged to use their professional skills to the fullest in serving handicapped students. Expanding media programs to meet any unique needs of handicapped students mean increasing one's professional knowledge and skills: knowledge of P.L. 94-142 and about handicapping conditions, skills in teaching to specific learner needs and mediating teaching and learning for handicapped students.

Media specialists need to understand what mandates the education of the handicapped laws contain, the reasons behind such legislation, and how their school districts and buildings plan to implement the laws. Although there are federal guidelines and regulations, state plans, and district plans, mainstreaming within each school building differs from all others to some extent. Familiarity with the basic components of the laws, P.L. 94-142 in particular, and the local implementation plan provides the foundation of relevance and support for further study of the handicapped learner.

A basic knowledge of handicapping conditions and how those conditions may (or may not) influence teaching and learning is also important. However, searching for materials that concisely list characteristics and unique needs of a particular handicap category will be frustrating. The degree of impairment within any category can cover a wide range of differences; each student is an individual and inherently different from all other students, including those with the same disability label. Although there are needs and characteristics common to learners with the same handicap (see Chapters 11-18) those commonalities certainly do not describe the learners fully. If they did, there would be no need to develop Individual Education Plans (IEPs) for each handicapped student; plans for each handicap category would suffice.

What the media specialist should do in studying the various handicapping conditions is to note shared characteristics and needs

and also to be aware of the degrees of impairment possible within each category. For instance, a shared characteristic among the blind and visually impaired is that their vision in some way interfers with their normal educational progress. The interference may be slight or enormous--from the ability to read regular print to the need for large print or braille.

Discovering and learning new teaching techniques and strategies that work well with handicapped learners constitute another step in the media specialist's professional growth. Media specialists can usually utilize the same scope and sequence with all students, adjusting the pace of instruction or including additional repetition and practice. Media specialists should investigate the task analysis method of dividing skills into incremental steps not only to identify the logically ordered components of a particular skill but also as an aid in pinpointing an obstacle which may be preventing a student from mastering that skill. Media specialists should investigate and experiment with varying class structures such as large groups, which are important for many special students who spend most of their day involved in individual instruction settings; small cooperative learning groups; pairing; and individualization. Discussion of these and other teaching techniques continues in Chapter 6, Programs-Instruction.

Mediating teaching and learning for all students including the handicapped is based on an understanding of the theories and principles of learning. The type of mediation used in a teaching/learning situation

is based on students' needs, learning styles and strengths. Improper mediation can be worse than none at all:

> ...while the mediation is aesthetically very pleasing, if not exciting, and while it is quite elaborate and beautiful from a technological point of view, it (may contribute) nothing effective to the teacher-pupil transaction. As a matter of fact, the media may very well get in the way of and detract from the effectiveness of the lesson. (Goldstein, p. 43)

But proper mediation enhances learning and may be the vehicle through which learning takes place. Selecting and developing media is covered more fully in Chapter 7, The Media Collection.

Resources

The first approach most media specialists take to gather the above information and begin to develop professional competency in meeting the needs of handicapped learners is to explore the current professional literature. Information about mainstreaming, about handicapping conditions, and about teaching the handicapped is readily available in special education, general education and media-oriented journals and books. Many special education journals and books may be too technical or detailed for media specialists lacking special education background. However, so much has been published in general education and media journals about mainstreaming, P.L. 94-142, and specific handicaps that locating suitable materials is not difficult.

Many media specialists have access to the large computer-based indexes of education materials, such as ERIC, (Educational Resources Information Center). Where manual searching of these indexes is not

necessary or possible, educators can often contract for computer searches through large school districts, regional education districts, universities and colleges, state departments of education, and state libraries. These indexes contain many good materials not readily located through other sources.

State departments of education across the country publish both special education and media materials, including informational pamphlets, monographs and bibliographies. Few state departments have disseminated materials to date on media programming for special learners; however, both Maryland and South Dakota do have materials available on this subject. (see chapter 19, Resources: Bender; Ruark)

The National Library Service for the Blind and Physically Handicapped (NLS) through the Library of Congress issues two newsletters that often include articles about projects and new products and resources for the visually impaired and physically handicapped. The newsletters, NEWS and UPDATE, are free. (see Chapter 19, Resources).

Other newsletters are available from universities and special education associations, both local and national. Many are free; others can be borrowed from association members. Special educators at the building level usually belong to one or more professional associations that publish journals and newsletters.

Media specialists can also obtain information through conferences and conventions of local, state and national special education organizations; through seminars and workshops sponsored by universities and colleges, school districts, state departments of education, state

libraries, educational (regional) service districts, associations, and other agencies. Library/media associations often hold conference sessions on media services for the handicapped. Conferences, workshops and seminars are usually publicized in journals, newsletters, and special mailings.

Media specialists should also consider taking college or university coursework in special education. Introductory and survey classes are especially helpful for educators lacking special education background. Community colleges and continuing education programs also offer classes in special education. Many universities with library/media programs now offer coursework in library services to the handicapped, though few emphasize school library/media centers. However, it is anticipated many college and university library/media programs will in the near future expand their offerings to include more courses on the handicapped.

Free and inexpensive materials are usually available through national associations of special education, such as the Council for Exceptional Children (CEC). Media specialists can obtain their catalogs of materials from members or by requesting to be placed on their mailing lists.

Media specialists should remember that special educators in the building and district can be the best sources for information and assistance. In many cases they are the fastest, most immediate resources, especially when new students arrive in the school and media center.

Developing Positive Attitudes

In order for handicapped students to function effectively and learn from media center programs, they must feel comfortable in the center and know that they are welcome there. The media specialist is responsible for conveying that welcome. No amount of professional training and knowledge of special education can make up for (or cover up) negative feelings either about handicapped learners themselves or about the need for providing programs and services for them. On the other hand, positive attitudes about the handicapped and a desire to meet their needs, coupled with a measure of common sense, will often compensate for a lack of special education expertise.

A commitment to the idea of mainstreaming--the rights of all students to equal educational opportunities in the least restrictive environment--and a belief in the fundamental worth of all people--constitute the basis of a positive attitude towards the handicapped. Commitment to mainstreaming and respect for individual worth are expressed verbally and non-verbally as sensitivity, flexibility, understanding, openness to communication, enthusiasm, and patience.

Handicapped learners, like all other students, can usually spot a phony very quickly. According to Baskin and Harris:

> Whatever else may be impaired, handicapped children often have developed highly refined skills in evaluating the feelings of people they come in contact with. They know the difference between welcome and tolerance, between concern and obligation, between warmth and phoniness. (Baskin and Harris, p. 7)

Even the most well-meaning media specialist may be exhibiting unconscious biases and misunderstandings about the handicapped, confusing sensitivity

with sentimentality and pity, or patronizing the handicapped student.

Media specialists need to examine their feelings and attitudes about special learners and about extending media services to them. One way is to analyze specific interactions with handicapped students and adults. It is easy to verbalize a commitment to serving all students, less so to substantiate that commitment in every day actions. For instance, do you

--tease and joke with handicapped students as often as you do with nonhandicapped students?

--touch handicapped students as much as others?

--maintain eye contact with the handicapped?

--sit or stand at a level or in a location that is comfortable for a handicapped individual?

--talk to handicapped students about things other than media?

Communication between student and teacher is the most important element in the learning process within the school setting. Non-verbal forms of expression contribute significantly to the process. Body language, facial expression, eye contact, etc., all convey meaning and can either augment or contradict verbal communication. A media specialist's discomfort or displeasure with handicapped students will most likely be perceived by them; this negative communication, even though non-verbal, will probably disrupt or at least slow the learning process.

Media specialists may not be able to succeed in every interaction with handicapped students--they may fail sometimes to communicate a

direction or thought or fail to understand a student request. But even in unsuccessful interactions, media specialists can at least convey the message that they have tried and really cared about succeeding.

Resources

As in other aspects of life, changing attitudes often result from increased knowledge and understanding of a subject. Studying PL 94-142 and the court decisions and legislation that led up to its passage, understanding the spirit and intention of the law, and learning about handicaps and their influence on teaching and learning all contribute to the development of positive attitudes towards the handicapped.

Many sources of information described in the section on acquiring professional competencies can likewise be agents of attitude change. College coursework, workshops and in-services designed to provide data about handicaps, teaching techniques, etc., may also include experiential activities that heighten nonhandicapped persons' sensitivity to the problems faced by the handicapped and opportunities to meet handicapped individuals.

Besides journal articles and books intended to convey research results and technical data about handicaps, other materials are available that depict the human-interest aspects, that emphasize the humanness of a handicapped person rather than the handicap itself. A disability is only one dimension of a person's life. Negative attitudes emphasize the disability; positive attitudes emphasize the person.

One example of this type of material, quoted from Disabled USA, describes the experiences of a blind girl, Deborah Kent, in elementary

school:

> When I entered elementary school in the mid-'50's, I attended a special class for the blind in the middle of a veritable ghetto for disabled children. Almost the entire first floor of the large inner-city school was reserved for us. Besides my own class there were classes for the partially sighted, the deaf, the orthopedically handicapped, and the mentally retarded.
>
> Very early I realized I was relegated to a world meant to be separate but equal. Upstairs was where the other, normal pupils learned and played. They walked to school each day; I arrived from a neighboring town in a special taxi. During recess I was sent to play with the other handicapped children in the "kitty-coop," a tiny porch divided from the inviting hubub of the main playground by a high wire fence. One day each Spring the school emptied as the regular students left for their annual field day--those of us in the special classes stayed behind for our annual party, given by a group of volunteers.
>
> I belonged to a Girl Scout troop in my home town, but the contact with sighted girls my own age only heightened my sense that I lived apart. Because I was only with them during our weekly meetings, I didn't share their camaraderie, which grew out of a wealth of shared adventures and private jokes. I didn't know their teachers or their boyfriends. I hadn't been in geography class when the crow flew through the window. The troop leaders worried when I went with them on camping trips--I wasn't even allowed to toast my own marshmallows. It was no fun being different. I concluded that it was better to be like everybody else.
>
> Finally, in eighth grade, I was transferred to the public school in my own neighborhood. I determined to put the world of specialness behind me, and to pass in sighted society. I directed all of my energy toward proving that I was as competent as anyone who could see. As if the performance of difficult feats would ensure me a foothold, I learned to ride horseback, acted in school plays, and took part in a tumbling competition. They were all things I wanted to do, and I enjoyed doing them. But always I felt an extra sense of hidden triumph: I had shown them all at last. (Kent, pp. 14-15)

Other examples can be found in fiction, biography and autobiography, in all formats. Criteria for evaluating the representation of handicapped persons in media are detailed in Chapter 7, The Media Collection.

Personal experience with handicapped children and adults through observations, advocacy programs, friendships, and working relationships often stimulate the development of positive feelings about the handicapped. Talking to handicapped individuals about their disabilities, special needs or problems and their ways of coping and overcoming them contribute to one's understanding of the handicapped. But more important is talking simply as one person to another about anything other than disabilities.

Since attitudinal barriers are usually more difficult to overcome than architectural barriers, the handicapped welcome the opportunity to clarify understandings about who they are. Consult with the handicapped students themselves about ways to promote understanding that are comfortable for them. One student may enjoy leading a question and answer period while another would prefer private one to one interaction.

Media Specialist as Manager of the Media Center

Most media specialists do not operate their media centers alone. Usually, many others are involved--paraprofessionals, paid and volunteer aides, and student helpers. All of those involved in the operation of the media center contribute to its environment, either positively or negatively.

Media specialists must accept the responsibility of seeing that the entire media center staff, both paid and volunteer, express themselves positively in relation to handicapped students. Media specialists who have worked to achieve professional competencies and positive personal understandings about the handicapped can serve as role models for other staff members; however, role modeling alone is not enough to insure that

those positive attitudes "rub off" on others. In many cases, the media specialist must make the same types of learning and growing activities that they themselves undertook available to all media center staff members.

Paid Aides

Media aides should be encouraged to work with all students, including special learners, and should be given opportunities to develop skills that will make their contacts with students easier and more effective. Most aides have responsibilities in the media center that involve much interaction with students, oftentimes without professional supervision. Media specialists need to define their expectations for aides in relation to students as well as to define clerical and technical tasks.

However, expecting aides to work positively with special students without previous groundwork may be asking too much. Media specialists who invest time in helping aides develop better skills and attitudes can further insure that the media center environment remains warm and inviting for special students even when they (media specialists) are out of the facility.

To facilitate media aides' personal growth and skills acquisition, media specialists can provide informational materials to read and information about workshops and classes that may be helpful. Aides should also be included in in-service programs that deal with mainstreaming and handicap awareness.

Flexible scheduling of aide work hours or other compensation--monetary or leave time--are incentives that will encourage media aides

to willingly undertake these activities. Additionally, media specialists should allow time to discuss the activities, provide reinforcement, and to plan with the aides ways of making use of new skills and understandings.

Aside from the advantage of insuring the carry-over of positive staff attitudes towards handicapped students in the media center, aides can also be assigned special roles and tasks that will meet unique needs of some students and that take advantage of aides' talents and interests. Aides might be asked, for instance, to tutor individuals who may require extra help with some media skills, or to be an advocate for a group of students to meet their media needs. Especially when media aides attempt to acquire additional skills, media specialists should try hard to make the most of what those aides have to offer, even if doing so means adjusting traditional aide responsibilities.

Volunteers

Volunteers can assist in the media center by performing routine tasks that free the media specialist to work with more students and also by sharing special skills and talents that enrich the media program. In either case volunteers should be assigned specific tasks or roles and should be expected to work within the policies set up for all media staff members.

Many community resource persons have skills that enable them to work well and creatively with handicapped students and could be asked to assist individual students who may have unique needs not easily met in a group setting. Also, they may serve as companions for "handicapped

children (who) may need someone from outside the school to communicate with--someone who is not threatening." (Ruark and Melby, p. 24)

Other volunteers may be less suited to working closely with students but should nonetheless exhibit positive behavior and attitudes towards the handicapped. Volunteers should be observed and evaluated to see that they are not creating a negative environment. Things to watch for include insensitivity, impatience, avoidance of some students, paternalism and talking down to students.

Including volunteers in awareness activities planned for other media staff members and making media center policies relating to handicapped students clear to volunteers will help alleviate many serious attitude problems. However, volunteers who perform tasks for the media specialist at the expense of students' self-esteem and progress cannot be considered assets to the program.

Student Helpers

Students themselves can be valuable resources in the media center in performing a wide variety of tasks while at the same time acquiring and strengthening media and employment skills. A well developed student aide program involves additional work for media specialists but carries with it rewards for both the students and media staff.

Depending on age, students can successfully take over many tasks that adult media staffers would otherwise do: equipment trafficking, projection, production, copy services, processing, circulation activities, typing, filing, housekeeping, etc. With training, students can take over tasks that free media professionals and paid aides to work a good deal more with students and teachers than with books, paper or pieces

of equipment. Additionally, students with adequate skills training and the feeling of being needed and useful will take pride in their role and themselves and probably do a very good job with little supervision.

As in other media services and programs, all students should be considered potential student helpers, including the handicapped. Assigning tasks to individual students should be based on their interests and aptittudes but not on an estimate of how quickly they can learn a particular task. The quality and success of a student help program should be measured by how much learning takes place rather than the number of tasks that are performed.

For instance, one media specialist in Oregon spent months teaching a retarded boy to operate an autoload 16mm film projector. The training also included moving the projector throughout the building on schedule and taking responsibility for the care of both projector and films. The returns on the time investment were great--a dependable projectionist proud of his work and an equally-proud media specialist who had less equipment trafficking to worry about.

But what about the student, perhaps also retarded, who comes to the media center day after day to dust shelves? In comparison it does not look like much; in fact, it looks more like slave labor or marking time than learning. It certainly could be, but it could also be a student who has learned how to dust and what to dust, how to finish a large job systematically in smaller sections, where to find dust cloths and where to put dirty ones away. Additionally, the student may also be working on self-regulatory and employment skills: dependability, arriving on time, staying on task, etc. What is more, this particular student may

be just as proud of his or her work as the projectionist and as willing to continue.

Student helpers, handicapped or not, should be aware of media center policies and their roles in the maintenance of a positive environment for all students. Defining appropriate attitudes and behaviors is never enough. Activities and discussions aimed at developing and strengthening understanding about similarities and differences among individuals and respect for human rights and dignity should accompany skills instruction. All student helpers must contribute positively to the media center environment as a condition of their program participation--no less should be expected or tolerated.

Working on attitude changes with media helpers involves both individual and group experiences. But by no means should handicapped media helpers be excluded from group activities and discussions. In most cases handicapped students are no more tolerant of human differences than other students are. It is a myth that disabled persons are in some kind of symbiotic communion with all other disabled persons. The saintly-looking waif confined to a wheelchair certainly can be just as intolerant of others as the next kid. Media specialists should not be embarrassed or uncomfortable discussing handicaps and other differences with groups that include a handicapped student. The group will benefit from the student's contributions; the student stands to benefit not only from the activity itself but also from the group experience and interaction.

Media Specialist as Resource to Teachers

Cooperating with classroom teachers to help them identify, select, design and produce media resources for teaching and learning is one of the most significant and productive responsibilities of the media

profession. Good cooperation is not accidental; it takes time and effort.

Cooperation happens when the media specialist...

--is available and accessible to all teachers

--is clearly willing to work with teachers

--keeps abreast of new curricula

--keeps records of teacher interests, plans, needs

--initiates teacher contact

--responds to specific requests

--keeps teachers informed of new resources

--involves teachers in the selection process

This kind of cooperation benefits all students in the school and makes both teaching and learning more relevant, interesting, and rewarding. When new challenges such as mainstreaming arise, requiring new resources and new ways of adapting and utilizing the existing collection and curricula, this cooperation becomes even more essential.

The media specialist is most often the avenue by which resources outside of the building and district collections are located and brought into the school, either for purchase or on loan. District media special education supervisors, as well as building-level special educators, are good resource persons to contact to help locate needed media from outside sources. New ideas in working with handicapped students can come from sources such as Teaching Exceptional Children, published by the Council for Exceptional Children. Also, look for special education media collections in your state; some of these may be connected with teacher training institutions. Collections from which

materials may be borrowed can be found at building, district, county, state and national levels.

On the other hand, media specialists can initiate a network within the school to identify new and varied uses for the building collection and to obtain the advice of other teachers and special education resource persons.

As a resource to teachers media specialists will want to initiate and organize faculty in-service programs covering subjects of major importance to the participants. For teachers wanting more information about handicaps and about meeting the educational and psychological needs of handicapped students, media specialists can arrange for speakers, films, equipment and media fairs--any possibilities that may help satisfy the informational needs of teachers. Other in-service topics may include experiential activities directed at heightening teacher awareness and sensitivity to the needs of handicapped students. Media specialists are not necessarily the source of all this information, but rather the organizers, and should utilize a variety of resources such as district level personnel, university and college faculty and state department of education personnel.

Maintaining and building a professional library collection for teachers that is both comprehensive and yet easily used is another aspect of the media specialist's role as a resource to teachers. In looking for materials dealing with the education of handicapped learners to add to the professional collection media specialists can find many items through traditional methods--professional education and media journals, teacher magazines, etc. At the same time, expand

the search to include special education journals and association newsletters. Ask to be placed on mailing lists of special education associations, special projects, state departments of education, and companies that specialize in media and equipment for handicapped users. The Library of Congress National Library Service for the Blind and Physically Handicapped (NLS) disseminates newsletters and bibliographies, as do many other government agencies.

Check all these resources for pertinent articles, free and inexpensive materials, media and equipment advertisements, and bibliographies. For very little investment, you can accumulate a divergent collection of interesting and practical items that will probably get more use than comprehensive texts.

Use is the measure of a good professional collection. The following suggestions will help the media specialist in promoting and expanding that usage:

--Circulate items. Deliver specific items to teachers in response to requests or needs. But do not always wait to be asked--deliver items you <u>think</u> they might be interested in.

--Distribute bibliographies: mainstreaming, handicapping conditions, etc.

--Distribute lists of new materials for use with handicapped students.

--Attach p-slips to periodical covers to call attention to articles relevant to mainstreaming and special students.

--Develop an easy system for getting teacher input about items and for sharing input with other teachers.

--Disseminate teacher comments and evaluations about specific items and suggestions for use with handicapped students.

--Keep the professional collection up-to-date.

Media Specialist as Team Member

Besides being a resource person to teachers, media specialists further cooperate with building faculty in designing and implementing instruction for both the classroom and media center. Extensive coordination between the two enhances learning by providing varying experiences and repetition aimed at achieving specific education goals. For the special student this cooperative approach is especially beneficial, and the addition of a special educator to the team will not only make the planning easier but will also further enhance the effectiveness of the instruction.

As a team member the media specialist can provide suggestions for mediating instruction, including selecting appropriate media and equipment and producing materials not otherwise available. Media specialists can give input about individual students based on interactions with them in the media center. Media specialists can also contribute to the development of Individual Education Plans (IEP's) for the handicapped learner.

As a result of a team approach media specialists can more easily stay in touch with what classroom teachers are doing as well as learn more about individual students. In working closely with regular and special educators, media specialists can obtain information about

students' learning styles, their strengths and weaknesses, their habits and their needs. Additionally, team members can provide suggestions for dealing specifically with certain students, including methods, techniques and strategies that they have found most effective.

The team approach which involves classroom teachers, special educators and media specialists benefits all participants and most importantly, the student. Cooperative team planning results in positive, creative and constructive ways of meeting the needs of individual students.

Media Specialist and Administration

Often the building administrator, the principal, is the key to establishing the atmosphere within the school necessary for mainstreaming to succeed. The principal must be aware of the physical, social, emotional and intellectual needs of the handicapped as well as the needs and concerns of the staff members who work more directly with special students. Perhaps the most difficult challenge for the principal is to find ways to provide additional information and in-service training for staff members and extra time for them to work with the students.

The media specialist can assist the principal by supplying information and helping to plan and carry out in-service programs for teachers. Administrators should be included with other teachers in the network for circulating professional materials and obtaining comments, evaluations and suggestions for use. Media specialists should keep in mind that administrators often receive materials and announcements of new materials that do not come through the media center. Take the initiative with administrators in seeing that those materials reach all the faculty.

Media Specialists and Students Other Than Handicapped

Research studies have shown that even very young children are aware of physical differences among people and that they often react negatively to physically handicapped persons. (Monson and Shurtleff, p. 165) As they get older, children begin to distinguish and negatively judge intellectual and social/behavioral differences as well. Most children grow up isolated from handicapped persons and have neither personal knowledge of handicaps nor one-to-one experiences with handicapped individuals.

Because of mainstreaming more students are brought into contact with handicapped persons at an earlier age but not, however, early enough to prevent the development of prejudicial feelings and fears. Part of the success of mainstreaming rests in the elimination of nonhandicapped students' negative feelings toward handicapped individuals.

Media specialists can help by providing informational media about handicaps and materials that positively represent handicapped persons. (See Chapter 7, The Media Collection) In addition to satisfying non-handicapped students' curiosity, such materials can be utilized in ways that simply accustom them to seeing, hearing and reading about the handicapped in any given situation, the expectation being that students will eventually lose their fear and become more open to personal relationships with persons different from themselves.

Media specialists can also provide awareness activities in the media center designed to sensitize nonhandicapped students to the problems and feelings of their handicapped peers and to help break down any attitudinal barriers between them. Attitudinal changes can be

addressed through literature, films, speakers and experiential activities.

Of great importance is the media specialist's attitudes and behavior as a role model for students. Expressing yourself positively towards handicapped students will help other students do so as well. Remember, however, that positive behavior towards the handicapped means treating them like any other students. Nonhandicapped students will resent the handicapped student who "gets away with murder."

Another source of possible resentment of nonhandicapped students towards handicapped may be any specialized equipment or materials designed for use by one or only a few students. If possible give special students priority use, but allow otherstudents access as well. For very specialized equipment such as the Optacon (see Chapter 8, Equipment) invite the handicapped user to demonstrate and explain its use. At all costs, avoid labeling and limiting any item in the media center.

Media specialists should try to be open and honest with students and to encourage questions and discussions about handicaps, human differences and similarities, feelings and fears. All students--both handicapped and nonhandicapped--should feel comfortable in coming to you with questions and requests for information and assistance.

Media Specialist and the Handicapped Student

Handicapped students should be included in all media center activities--they should neither be left out nor isolated and labelled by special activities. Programs should be designed so that special students can do well while being involved with others. This can be accomplished by dividing the various aspects of an activity among the

group members making sure that each student, while being challenged, also has an opportunity for success.

Roles can also be assigned in groups: record information, check for accuracy, facilitate the interaction, observe and make suggestions for improving interaction, operate equipment, collect materials, type, present findings, illustrate ideas (point to words, illustrations, maps), turn pages. Try to vary these roles so one student does not always perform the same function. However, be aware that repetition of a role might be what one student needs to build self-confidence.

Be sure to include handicapped students as participants in awareness activities designed to promote understanding among students. They have much to give in terms of their own experiences and much to gain from other handicapped and nonhandicapped students. Handicapped students often know little about handicapping conditions beyond their own and need to work on tolerance and acceptance of others. They can also gain insight into how others view them. The media specialist should act as a sensitive facilitator in promoting thoughtful interaction during this type of activity, or should make sure that a mature facilitator is available. Make sure that guilt, defensiveness and further polarization are not the outcomes.

Handicapped students are one of your best resources for developing awareness activities for students. Their actual presence in the school is the immediate concern. They are usually in tune with how people are responding to them and they also know how they want to be responded to. Many can articulate the changes they would like to see. Media specialists should find out how the handicapped students feel and translate those feelings into activities for other students.

One of the central goals of P.L. 94-142 is to achieve a normalization of handicapped students' lives through equal education opportunities in the mainstream of society. In the mainstream the handicapped student will have to learn to cope with many of the restrictions society places on all people. While efforts should be made in the media center to accommodate the handicapped student, this should not be done by eliminating all rules and watering down policies. The handicapped student also needs to learn to abide by certain principles.

What must therefore be evaluated are the reasons for the rules and policies. For example, is a time limit on how long items can be checked out really necessary? or does such a policy set artificial restrictions for everyone. If there is a good reason for a rule it should apply to all students. Such reasons include safety and a consideration for the rights and views of others.

What is important is that the students themselves learn to behave in varying situations -- to be responsible for their actions and the property and person of others. Learning to follow rules and work within structures (whether it is society in general or the media center) is important in achieving normalization. The handicapped student is certainly not exempt from participation in fire drills just as running through the halls or racing wheelchairs is not acceptable for safety and consideration reasons.

A rule for mainstreaming a comfortable noise level in the media center fosters consideration for others. However, what about the deaf student who may speak too loudly? While such behavior certainly should

not be punishable, that student also must be made aware of the rules and why they exist and be receiving help on monitoring voice level. The media specialist should learn the cues that other teachers use to help the student with this process. The student should neither be put down now allowed to go unchecked.

A procedure is designed to facilitate a rule. The procedure is not the rule and should be flexible. For example, you may have a rule that media must be checked out. The rule is based on a respect for property and consideration of the rights of others to also use that property. The rule should apply to all students. But the procedure on how to do this can change. One student may need to use a whole check-out card to write her name, another might be paired with a student, still another might tape record the information. Perhaps the whole system of checking out materials could be reevaluated and simplified. Meanwhile students should be encouraged and taught to use standard procedures whenever possible.

Part of acquainting students with media center rules and standard procedures occurs through the orientation program. Handicapped students should be included in all orientation activities and should be provided with additional orientation especially when specific procedures prove difficult. Care should be taken to present orientation information in various ways--including oral, aural and visual formats--so that in most cases individual orientation will not be needed. However, time spent assisting students to understand what is expected of them will save time later.

Through flexibility, openness, and equal treatment media specialists express their belief that handicapped students are worthy members of the school community. Media specialists show their concern and commitment to handicapped students in providing innovative programs that are positive and success-oriented and by establishing positive and reasonable expectations for all students, including the handicapped.

In dealing with all students media specialists should maintain a measure of flexibility necessary for meeting the needs of a diversified audience. If you intend to teach media skills utilizing a commercial scope and sequence presented in workbook format, you will probably be disappointed in the results. Many students will be unsuccessful and unhappy--so will you. Flexibility involves looking at alternatives (media, time schedules, procedures, instructional methods, class groups, etc.) and selecting the alternatives that best serve immediate needs. Flexibility contributes to success-oriented programs that spark enthusiasm and interest.

Being open to questions and one-to-one communication shows special students that you care about them and that they are worthy of your time. Students do not always come to the media center with research questions. Often they want to know what you think and know. A student who feels comfortable on a personal level in the media center will grow in confidence and will transfer that confidence into the teaching/learning situation.

Most importantly, perhaps, media specialists must treat handicapped students as equals of all other students. They should neither be ignored, nor put on a pedestal and treated with kid gloves. Special students are

simply students: they have good and bad days, they need to experience success and to cope with failure, they must be aware of the rules and laws that govern our behavior, they have feelings that run the gamut.

Setting expectations for students is a way of expressing confidence in that student's ability to function. It is a way of saying that you recognize students' capabilities, that you care, that you trust and believe in that student. Having low expectations of a student is demeaning. High expectations are a vote of confidence. Self-fulfilling prophecies are based on expectations, either high or low.

Treating students like everyone else includes discipline, touching, joking, teasing. These things indicate a concern for the student as a whole person with needs beyond the student role, just as the media specialist is a person beyond the teacher role.

Media Specialist and Community

Media specialists should take advantage of the many resources available in any community. Community residents are often pleased to help in the media center as volunteers and resource speakers but few come without being asked. It is a responsibility of the media specialist to inform the community about media programs and activities and to identify persons or groups who have information, skills or talents and the willingness to share them.

A media advisory committee can be helpful not only for public relations but also for locating such resource persons. Handicapped adults and parents of handicapped students should be included in the committee.

Handicapped youth need adult role models of handicapped individuals. Setting up a program for bringing handicapped persons into your school can

"open doors for the 'growing up' dreams of handicapped students presenting them with real-life models." (Stern and Redden, p. 43) Contact organizations such as the American Coalition of Citizens with Disabilities, and National Federation of the Blind. The American Association for the Advancement of Science has published a directory of handicapped scientists as part of a role model project. The directory includes 500 handicapped scientists who are willing to speak in schools about education and careers. (See Chapter 19, Resources) Such a program can give nonhandicapped students a new perspective of disabled persons and help you and your staff develop positive attitudes.

Media specialists should also establish a system of getting information about the media program to the community and also to obtain feedback. News items, lists of new materials, announcements of upcoming media activities, etc., should be disseminated through school newspapers and newsletters, local news media (television, radio, press), and student take-home flyers.

CHAPTER 5, PROGRAMS - SERVICES

	page
Technical Services	47
Cataloging	47
Media Selection	48
Processing	48
Maintenance of Media and Equipment	49
Circulation	50
Reference	51
In-Service	52
Resources	54
Consultation	55
Production	57
Public Relations	58
Orientation	60
Special Activities	61

PROGRAMS

The media center program is the system by which the media staff makes the facility, equipment and collection accessible to the entire school community through media services and instruction. The media program is the tool through which the facility, equipment and collection are utilized.

The primary concern of this section is to describe ways to make the media program responsive to the needs and interests of handicapped students in the school.

Media programs have two major elements: services and instruction. Many times these elements overlap. For example, sometimes student instruction in the media center is a service for the students' teachers. Orientation programs are both service and instruction. And because students learn through all of what goes on in the media center, many services contain instructional elements.

For our purposes "Services" willcover the following: technical services (circulation, cataloging, etc.), in-service, consultation, production, public relations, orientation, and special activities (student workshops, contests, etc.). "Instruction" covers three main areas: 1) a media skills sequence, 2) instructional methods, and 3) special instructional considerations such as body language. The media program is the combination of services and instruction--the system for putting the building's media resources in the hands of users.

CHAPTER 5, PROGRAMS-SERVICES

The services are what the staff does to carryout a successful media program. The same services are needed to provide handicapped students equal access to that program. This section will delineate specific media services and show how more often than not minor changes can make those services available to the handicapped learner. It will also include some of the special services the media staff can provide to help make mainstreaming a successful and positive venture.

Technical Services

Cataloging is standardized so that the ability to use the system can be transferred to other library/media situations. Mastering that system is an important skill in the life-long learning process. Changing your cataloging system -- besides being an almost impossible task -- would create a great deal of confusion and ultimately prove a disservice to the users. For instance, using accession numbers rather than Dewey may give students an advantage in finding an item in your media center, but would greatly handicap their use of other libraries.

When a handicapping condition totally precludes use of the cataloging system, it will probably preclude the use of much of the material. You might consider special catalog formats for special situations. A book catalog of large print books printed in large print is a logical format. You may discover a need for taping a catalog of certain sections of your collection. But remember that challenging students to familiarity with standard systems will go further toward encouraging their independent and successful usage of media in the future.

The service of media selection is covered in Chapter 7, The Media Collection. Most of the good sense policies you use in ordering all materials are no different from those you should use in locating and choosing media for handicapped students:

--be aware of needs, encouraging students and school staff to make their needs known to you;

--be aware of media availability;

--have established criteria for judging quality;

--preview whenever possible.

Some things to keep in mind when selecting materials for handicapped students:

--new needs may emerge when the school's handicapped population changes

--different materials may be necessary to meet those needs

--production quality is all the more important

--biases in materials need to be perceived

--proving that an item actually works with special students is essential.

Processing materials will again depend on the unique needs of your school population. Heavy-duty binding and reinforcement might make students with agility problems (and you) more comfortable, knowing that a book will stand up to strenuous usage. Laminating can preserve certain materials. Mounting such things as pictures and maps may increase their usage by students who cannot work flat on a table or on the floor.

Processing may necessitate the changing of a packaging format. Bulky, cumbersome or flimsy packages may not suit your needs. Perhaps reinforcement, handles on boxes, or special labels can make those materials accessible to all. Loops attached to items to be placed on higher shelves might enable a shorter or confined student to use a pole to get the item down.

Color coding can show students at a glance the format, level or subject of materials, and thus what might be within his/her capabilities to use, without having to physically remove from the shelf and examine the item.

Maintenance of materials and equipment is covered in detail in Chapter 8, Equipment. It is a service that often is handled haphazardly. Remember that the learning process may be cut short for some students if vital equipment is not usable. Students (including handicapped) can be assigned to regularly monitor and check software quality and hardware functioning. Students can also handle simple maintenance procedures, i.e., cleaning, oiling, etc. Good lines of communication should be kept open with repair services and personnel so that when items do break down, the repair time will be minimal.

Anticipation may be one of the best ways to extend the usage of materials: reinforce the things that will get strenuous use. Examine items carefully during processing -- substitute more substantial markers for games, mount and laminate game boards, add clearer directions, make suggestions for use so that the new materials will really meet the needs of the audience for whom they are intended.

Circulation

In the Staffing section the problem of rules and procedures was addressed, stating that procedures are designed to facilitate rules and that those rules should be minimal and well grounded. The procedures as such should be flexible since it is the rule, not the procedure which is ultimately important.

There are probably more rules and procedures connected with the circulation of materials than with any other services of the media center. Evaluating your circulation system to determine what rules and procedures are really necessary may be the first step in opening circulation to handicapped students. How many of your procedures are barriers without any good reason for existing? Is excessive paperwork required? Could the process for checking out materials be simplified for all? Are there unnecessary limits placed on use of materials: length of time items can be checked out, number of items out at a time, type of materials that can leave the media center and building, only certain times for checking out? Restricted use, while being an inconvenience for some, might be absolute barriers for others. Weigh the pros and cons of all procedures. Will a student on crutches have to carry around an item or make an extra trip to his locker because there is no check out time at the end of the day? Will he be able to take all the materials he needs? Will he decide not to bother at all...?

Check-out systems can be designed that require little help or supervision and that foster independence. Secondary schools might do well to examine the simplified systems often used in lower grades. If a simpler system works efficiently there may be no need for a more

complicated set-up. How many students might find your system a barrier?

Being flexible does not mean bending the rules. It should be a stated policy of the media center that every effort will be made to accommodate all users. Procedures should not bar the way.

Reference

Reference work for handicapped students requires the same individual approach used with all students. Some students need simple answers, some directions, some guidance, some demonstration. School media reference involves not just getting the information to the user but helping that user master reference skills. Challenge each individual to make the best use of that system within his/her capabilities.

Current trends for educational accountability and fiscal responsibility promote networking and interlibrary loan activities as well as other cooperative ventures. In light of current trends through legislative action on handicapping, the media specialist should recognize the opportunity for tapping other resources to assist in reference. It is necessary to become better acquainted with additional sources of information such as public libraries, human resources, special libraries, government agencies, museums, and other organizations in order to meet specific student needs. Basic to reference service is the provision of media in various forms to help a student in locating information on any topic. Other agencies may provide the needed resources when they are not available in the building collection.

Information service implies that the media specialist is available to answer questions that a user poses. The manner in which this service is rendered is crucial in setting the tone for all other service areas.

Sensitivity to individual differences is paramount. Your attitude in making yourself accessible and approachable helps strike down one of the barriers that prevents questions from being asked.

In-Service

Most educators accept the concept of life-long learning. As students are encouraged to be life-long learners teachers must also meet the challenge evoked by the motto "those who dare to teach must never cease to learn".

One of the services of a quality media program is continuous faculty in-service. As mainstreaming goes into effect classroom teachers indicate that they are lacking in knowledge of handicapping conditions, identification procedures, curriculum planning, and techniques and materials for instruction of the handicapped. If teachers are to be given the primary responsibility for planning educational programs for handicapped students, they must be given ample support in learning how to design and carry out the appropriate educational plans. The success of this venture depends upon the cooperation of specialists within the school and the ability to take full advantage of the people and material resources available.

The media specialist should take part in the design of short and long range staff development plans on which in-services are based. These plans include three stages:

awareness -- the entire staff should be brought to an awareness level of handicapping conditions and P.L. 94-142. This level should include acquiring attitudinal insights as well as concrete information, serving to highlight handicapped students' needs.

skill acquisition -- building on the awareness level, the staff will need new skills, methods and techniques to meet the needs of the students.

individualized teacher instruction -- once the entire staff has been given a foundation of knowledge and skills in relation to the needs of handicapped students, additional individual programs must be designed for specific follow-up and assistance. There is no substitute for meeting specific individual needs.

Planning workshops/inservice with willing, active participation begins with capable leadership. This is an important role for the media specialist. Sometimes the media specialist will plan and conduct in-services based on media: how to adapt and design materials for the handicapped learner, how to produce those materials, presentation of new materials for or about the handicapped, etc. Leadership does not always involve conducting the inservice. It may involve acting as a spark to get the process going, as a monitor to insure its success or as a facilitator of its functioning.

An inservice or workshop must arise from the needs of those who will participate. Those needs can be determined by your personal observations, by the statistics you keep on the use (and misuse) of the media center, or in response to direct criticism or requests for assistance. (Wilkens, p. 43) You can also initiate surveys to assess specific needs which might be met by in-service sessions. Remember, the closer your in-service objectives are to meeting the stated needs of the participants, the greater will be their commitment. Try to involve the participants in the

planning. Individuals with recognized needs often have suggestions on how to meet those needs.

In-service Resources

Your first resource for in-service content is your building staff. Special educators have the epxerience and specialize training for working with handicapped students. Administrators, regular teachers and students have insights, skills and experiences that can help others. You have specific skills and insights in the use of new equipment and materials for handicapped students which can benefit the school. Draw upon the expertise of those around you.

Going beyond your school for resources will make different perspectives and experiences available:

--School district

--Regional education agencies

--State Departments of Education

--Local, State, and National Organizations

--Universities and Colleges

--Government agencies

--Parents

--Community Groups and Individuals

The above are excellent resources for speakers, films, printed information and a network of references. Try to achieve a balance of building and outside resources as both have much to contribute.

When possible include classified staff (janitors, cooks, aides, etc.) in inservice training especially for the awareness activities.

Their attitudes strongly affect the success of mainstreaming in a school.

Develop a plan for evaluation of the in-service program. Evaluation will encourage feedback from participants and will provide support for future in-service programs and the hard data for accountability. Besides immediate feedback on the actual in-service session, it is important to assess its impact through follow-up evaluation. Such follow-up will clarify avenues to accomplishing long range goals.

Consultation

In order to maintain effective services, media specialists must seek ways to constantly assess the informational, instructional, and recreational needs of users. Consultation with teachers and students, through formal and informal encounters, is the best way of keeping abreast of changing needs and of providing services and materials that are relevant to them.

--keep abreast of changing needs:

curriculum requirements

new resources

interest trends

new students and/or teachers

educational technique and theory innovations

availability of new equipment

self-esteem needs of handicapped students

--provide relevant services:

expanded networking within and outside building

new inservice workshops

additional orientation

activities based on transitory needs (fads)

selection priorities

--work with teachers and other team members on instructional design:

"identify student interests and abilities,

identify goals and objectives,

select appropriate commercial materials,

identify teaching methodologies,

suggest alternative modes of presenting audiovisual materials,

produce materials particularly for these students,

develop criterion-referenced means of evaluating competencies, and

specify alternative means of evaluating the entire course." (Chisholm and Ely, p. 21)

Through consultation with students and staff, media specialists can obtain input about all facets of the media program. The purpose of the media program is to serve all possible users--to meet their needs. Their comments, suggestions, criticisms, and requests should be utilized to fashion a program of services tailored to the users.

You may gather this information during informal conversations, via suggestion boxes and through more formal survey questionnaires. In any case be sure to record the information in a file or notebook as justification and documentation for changes that are made.

Production

A well equipped and functioning media production center can be a great asset to any media program in attempting to meet the needs of handicapped students. The media specialist's primary emphasis should be on designing materials as part of the school's instructional program, rather than on actual production. Special instruction should be scheduled to train teachers, aides and students in basic production skills. Part of volunteer or aide programs may include specific responsibilities for production. Facilities, equipment and supplies for production should be available for use by the entire school.

Production is an essential resource in serving special students. At times minor modifications may give an item usability by handicapped students and their teachers. Other times, the whole format may need to be changed, such as changing audio to visual or visual to audio. It is important to be aware of copyright laws in making modifications and reproducing materials. (See Appendix A-Copyright Considerations). In many cases it is within the copyright law to adapt materials for handicapped learners. For example, some video productions may be captioned for use by deaf and hearing impaired students.

A simple production technique is to type dittomasters in large print (primary type). Whenever possible photocopy handouts for students with vision problems or give them the ditto master, because purple ink on white is one of the hardest colors to read. Ditto the rest for cost efficiency. Consider changing the ink color on dittos for all students.

Part of the selection process for new materials is to identify items that not only meet content needs but also format considerations. For

materials that are not commercially available in the format you need or that cannot be purchased for various reasons, an alternative is to design and produce your own materials. You can produce special units, individual learning packets, practice exercises, supplementary lessons, etc.

If your school has videotape equipment you have an excellent opportunity to tape the many commercial and educational television specials on handicapped people. While these programs vary in quality, they often depict handicapped people in social and career situations which help to break stereotypes and provide role models for students. When such programming is not fair in depicting handicapped persons, it can be used as a basis for clarifying issues and expressing feelings. While it might seem a waste of time to tape and view a blatantly biased production, be aware that these programs are watched and are creating attitudinal barriers. It is often better to confront rather than ignore the issue.

Public Relations

Giving the media program constant visibility in the school and community fosters interest, participation and support. Special activities and the arrival of new equipment and materials should be featured in school papers. Consider a monthly newsletter (preferably a student production) to highlight events and undertakings of the center. Regular announcements to teachers will keep them abreast of what is going on.

Route articles, newsletters, and items which are of particular interest to selected school staff. By keeping a file of unique needs and problems teachers are having with handicapped students you will be

readily able to refer information where it is most needed.

Give open houses in the media center whenever you make changes or obtain items worth highlighting for the general school population. A half-hour coffee/tea may give a teacher a new insight for working with a special student.

Displays and bulletin boards in the media center and throughout the school can highlight new materials and equipment and convey your media and mainstreaming philosophy. At times such displays can feature handicapped people (for example a bulletin board explaining cerebral palsy). But at all times be aware that 10-15% of the population is composed of persons with some form of exceptionality. Just as you will attempt to depict women, minorities and older people in regular social situations, so must you also include handicapped persons.

Make sure that you carry out your mainstreaming philosophy in the format of your displays. Do not make displays only for people with 20-20 vision. Lettering should be large and easy to read. Try tactile letters, taped commentary, touchable displays. Keep things on levels within reach or view of audience. Be aware of single concept ideas and color contrast for visual acuity.

Include handicapped students in functions and activities geared at handicap awareness. Their insights are of value; the planning and production activities can be instructional and add to their self-esteem.

The community is always monitoring tax dollars and watching with interest the effects of mainstreaming. Unfortunately there has been much negative publicity on the subject. The media center is a good location

for community open houses which give visibility to programs for handicapped students. It may allow a concerned parent or citizen to better understand the functioning of the media center and its role in mainstreaming. Involve the parents of special students in informational forums or informal discussions. Select individuals from the community, particularly parents, handicapped persons or those who work with handicapped people to serve on advisory committees. Having gone through school systems they may have hindsights on media needs and concerns. A particularly unique or special activity may merit inclusion in your community or local newspaper and other news media. Encourage students to write letters to the editor expressing needs and concerns of handicapped students.

Orientation

Planning media center orientation programs for students is the responsibility of the media specialist. As with other aspects of media program planning, you should consult with faculty members to ensure that the orientation presenation will be suitable for all students. When students with special needs are included in an orientation group, it is wise to incorporate varied formats and presentations methods that meet their needs into the presentation for all students. You should avoid orientations designed only for certain students and labelled "special."

Make the orientation flexible and therefore potentially suitable for everyone. Have all components available in varied formats, readily interchangeable. For instance, information should be printed in regular

and large type, Brailled, photocopied, dittoed, or transparencies, and tape recorded. Presentation of the information should include a combination of as many formats as are applicable. Media center guides and handbooks should also be available in varied formats.

The purpose is to convey all necessary information to all students, while avoiding unnecessary repetition for individuals or groups and the stigmatization of some students requiring "special" attention.

Of course, there will be situations where some handicapped students will need special or supplementary orientation. Blind and visually impaired learners may need mobility assistance to learn the layout of the center and reorientation if furniture, etc., is moved. Mentally retarded students entering secondary school may have difficulty absorbing the large amounts of information presented in one-time-only orientations. Preparing sound/slide programs and videotaping presentations for repeated playback can help. Perhaps approaching orientation as an ongoing, systematic service rather than an annual event will alleviate this problem.

Many students, not just special learners, will need reinforcement of information presented during orientation. Have the information available at all times for individual reference. Observe students and note individual needs for repetition and practice. Provide the assistance individually and informally as part of your everyday service to users. Do not call adverse attention to them by requiring attendance at additional sessions.

Special Activities

Field Trips: Isolation is a problem which frequently plagues the

handicapped student. Because of the "inconvenience" of transporting students on special field trips, they have often been left out of such activities. As more and more public facilities are required by law to be barrier free, students will have greater opportunities for field trip experiences. Select places whenever possible that will accommodate all your students. Special transportation can be arranged and students can help each other. Consider the value of the extra time it may take when special considerations are necessary. Field trips are not just frivolous outings. They play an important part in the educational process and all students need to participate for social and academic enrichment.

Guest Speakers: Positive role models for handicapped students are often lacking because students seldom see adults functioning successfully in spite of limitations. (In one case, a small deaf boy assumed that when he grew up he would not be deaf because he had never met a deaf adult.) By asking guest speakers who are handicapped to come to your media center to speak about their topic of expertise (not their handicap) you provide needed role models for special students and help break stereotypes for other students.

Student Workshops: Presenting student workshops is a service covering a variety of interests, needs and concerns. Design workshops so all can participate, excluding neither handicapped nor non-handicapped students. Special topics relating to handicapped students may be included:

--handicap awareness

--instruction on use and maintenance of special equipment

--production of special materials

--instruction on transcribing written material onto tape

--instruction on tutoring

--exploration of new environments

--special skills: sign language, brailling, lipreading

--drama: mime, signed theatre, puppetry

--biographical sketches on famous handicapped persons

--poetry and song workshops emphasizing personal feelings

--techniques of group interaction and facilitation

--sensitivity training

Storytelling and booktalks: Feature materials both by and about handicapped individuals. Make sure the formats of presentation meet the needs of your audience. For example, a story might be acted out or mimed, illustrated with transparencies, flannel board, displays etc.

Other activities: Encourage student use of the media center with gimmicks and come-ons:

--Contests which stress creativity without emphasizing individual competition or which allow students to work cooperatively (paired, groups, classrooms, grade levels).

--Contests based on luck or guesswork as opposed to skill mastery, or "everyone's a winner" contests.

--Contests where rewards are corporate or efforts go for a common cause: Multiple Sclerosis Read-a-thon; coupon and label collection/redemption programs,...

--Media fairs highlighting materials by, for and about persons with handicaps.

--Day, week or month set aside for topical emphasis: Blind Awareness Week, Barriers Awareness Month...

--Birthday recognition of famous handicapped persons: Helen Keller Day, Wilma Rudolph...

CHAPTER 6, PROGRAMS - INSTRUCTION

	page
Skills	65
Media Skills Instruction: Content	65
Media Skills Sequence	67
Record Keeping	70
Scope and Sequence	73
Comprehensive-Study Skills	73
Identification-Utilization Skills	79
Methods	82
Task Analysis	82
Equipment Usage	83
Group Structures	85
Pairing	87
Small Cooperative Groups	87
Large Groups	88
Tutoring	88
Changing Media Formats	89
Instructional Considerations	91
Noise	91
Body Language	91
Voice	92

CHAPTER 6, PROGRAMS-INSTRUCTION

This section will deal with three aspects of instruction:

1) Skills that should be taught in the media center (including a rationale for why media skills instruction is necessary)
2) Methods that make instruction more relevant to the needs of students with handicaps.
3) Special "instructional considerations" for handicapped learners that make teaching more effective and conversely actions of media specialists/teachers that create barriers to learning.

Media Skills Instruction: Content

Learning basic media skills is an important part of a student's regular school experience. Instruction in these skills is therefore a major component of a quality media program. Those skills include locating, using and communicating information.

More specifically through a sequential program of media skills instruction students should acquire the ability to:

--identify and locate media, or specific contents of media, after a search.
--read, listen to, and view a variety of materials.
--locate and select pertinent materials to meet specific needs and specific learning objectives.
--select one media over another, or one part of a material over another part, for some particular learning objective (matching, selecting, distinguishing).

--evaluate sources of information, identify authors' intent, and recognize propaganda.

--interpret information which requires skills in judging the authoritativeness of sources.

--utilize, comprehend, and apply information derived from media.

--take notes and record sources.

--organize information in outline form of sequential arrangement.

--select the best medium for summarizing and presenting material.

--design and produce media.

--present material verbally or pictorially in a clear, concise manner.

--communicate ideas effectively.

Handicapped students are not exempt from tackling these skills. Although not all students will reach an advanced level in utilizing these skills most can reach a functional level. Therefore, every student should be challenged to achieve his/her highest potential. All students need to be taught how to select and process the barrage of information bombarding us through all media, from books to television.

Teaching these skills throughout the educational process should bring most students to a functional level of media discrimination. This will not happen however without a well designed system of skills instruction. An effective instructional skills continuum for each student and the integration of these skills with relevant curriculum content can best

be implemented through the cooperative planning of the classroom teacher and the building media specialist.

Media Skills Sequence

The following sequence of media skills is designed to reflect a continuum from pre-school through high school in two main media-related areas:

--comprehensive-study skills

--identification-utilization skills for instructional materials and audio-visual equipment.

The two areas have been divided into ten levels. These levels do not correspond to grades, but represent groupings of skills at developmental stages. It is important to note that students need not be compared with their peers in terms of skill acquisition but rather viewed at a point along a continuum.

This type of sequence can be utilized to serve a number of functions, depending on the combined needs of the school's media center, regular classrooms, and special education program. Three such uses are briefly described:

1) as an assessment tool,
2) as a scope and dequence for instruction--a "what comes next" approach; and
3) to assist in the organization of instructional materials.

1) Assessment: Determination of what skills a student has and does not have is an important prerequisite to a sound instructional program of media skills. Through assessment, a student's strengths and weaknesses

are enumerated, and the individuals' learning styles and modalities are identified.

This information leads to more efficient instruction. The special educator, classroom teacher, and media specialist can concentrate on those areas of deficiency. Knowing in what type of environment a student learns best, how to present material (format) and at what rate, and what forms of sensory in-put/out-put are most effective, can significantly enhance instruction.

Assessment can take two forms: the performance test approach and the observational approach. The performance test approach yields the most objective, detailed and precise information. Performance indicators must be developed for each skill in the continuum. The performance test should include for each performance indicator:

--a test item that accurately reflects the given skill and does not measure or require other skills, including the student's ability to see, hear, move, etc.;

--directions to the tester including needed materials; and

--criteria for acceptable demonstration of that skill.

Designing non-discriminatory test items is at best difficult and needs to be viewed in terms of cost efficiency (writing and administration time vs. information yielded).

A viable alternative to this rather painstaking approach calls for a more subjective, observational assessment. This method requires the media specialist and/or other teachers to:

--observe the student in action (ideally in a realistic situation requiring the use of the skills being measured);

--decide whether or not the student has mastered the skill.

This approach lacks consistency in measurement. However, larger groups of students can be assessed at one time and the assessment situation is more informal. The time saved is perhaps the most salient feature of this approach.

2) Scope and sequence for instruction: This instructional skills continuum is designed to assist in actual instruction. It gives a clear idea of "what is next". The determination of what is to be taught is based on the assessment. Once students have demonstrated mastery of a given skill, they will move on to the next unmastered skill. Using assessment information, students can be grouped according to their needs (i.e., all students needing to master a specific level of card catalog utilization can work together, while those learning to operate a 16mm projector can form another group.)

3) Organization of instructional materials: Developing learning centers is an excellent method for managing instruction. Centers can be developed with all types of students in mind, accommodating a wide range of ages, interests, and abilities. Bring together the materials, equipment and supplies needed to master particular skills. Efficient organization promotes student independence and allows teachers to spend their time with students rather than materials.

Record Keeping

Methods for recording data are individual, varying with training, program needs, and personal teaching styles. Several examples of forms for recording both assessment information and student progress follow. They attempt to incorporate both functions as simply as possible.

Example No. 1 is designed to accompany a more detailed assessment guide which includes specific test items. Correct responses are X'd; incorrect responses are circled. A clear picture of what skills a student has and does not have is produced.

Examples No. 2 and 3 are assessment guides and record sheets in one. They are used for subjective analysis of student behavior and recording of skills acquisition.

Media specialists need to select or develop forms that meet their particular needs.

MEDIA SKILLS -- RECORD FORM (EXAMPLE #1)

AREA	LEVELS 1	2
Comprehension - Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27
Identification - Utilization	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17	1 2 3 4 5
	3	4
Comprehension - Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17
Identification - Utilization	1 2 3 4 5	1 2 3
	5	6
Comprehension - Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20
Identification - Utilization	1 2 3	1 2 3 4 5
	7	8
Comprehension- Study Skills	1 2 3 4 5 6 7 8 9 10 11 12	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22
Identification - Utilization	1 2 3 4 5	1 2 3 4
	9	10
Comprehension - Study Skills	1 2 3 4 5 6 7 8 9 10 11 12 13 14	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21
Identification - Utilization	1 2	1 2 3 4

MEDIA SKILLS -- RECORD FORM (EXAMPLE #2)

Date Completed	SKILL NUMBER	SKILL
	1.1.1	Follows a verbal direction to find a particular picture
	1.1.2	Names objects in a picture as non-related, separate forms.
	1.1.3	Classifies by simple categories (e.g. animals, people, food)
	1.1.4	Classifies objects in terms of two or more properties.
	1.1.5	Identifies picture corresponding to sentence read by teacher.

MEDIA SKILLS -- RECORD FORM (EXAMPLE #3)

SKILL NUMBER	SKILL	PRE-TEST DATE	POST-TEST DATE
1.1.1	Follows a verbal direction to find a particular picture		
1.1.2	Names objects in a picture as nonrelated, separate forms.		
1.1.3	Classifies by simple categories (e.g. animals, people, food)		

I. COMPREHENSION-STUDY SKILLS

1.1.1 Follows a verbal direction to find a particular picture.
2 Names objects in a picture as nonrelated, separate forms.
3 Classifies by simple categories (e.g., animals, people, food).
4 Classifies objects in terms of two or more properties.
5 Identifies picture corresponding to sentence read by teacher.
6 Selects object which indicates appropriate relationship.
7 Pantomines story sequence.
8 Locates pictures when arranged categorically by picture index.
9 Discriminates between front and back of book.
10 Suggests captions for pictures.
11 Verbally identifies sequence of selection (e.g., beginning, body, end).
12 Demonstrates awareness of letter sequence in alphabet.
13 Indicates appropriate emotional reaction to given situation.
14 Identifies cause and effect relationship in a picture.
15 Arranges picture stories in sequence.
16 Identifies absurdity.
17 Recalls sequence of events
18 Makes inference based on given set of facts.
19 Locates title of book on its cover.
20 Recognizes Table of Contents
21 Locates story by page number
22 Identifies pictures in magazines to illustrate topic of study.

1.2.1 Associates words with pictures ("cat" with picture of cat).
2 Identifies omissions in a picture sequence.
3 Arranges letters of the alphabet in sequential order.
4 Indicates appropriate alternative in problem solving situation.
5 Selects picture preceding or following stated story event.
6 Answers factual questions about a short selection read orally.
7 Selects word omitted from sentence context using picture clue.
8 Matches words to picture definitions.
9 Selects sentence to correspond with picture.
10 Identifies phrases as thought units.
11 Selects phrase to correspond to picture.
12 Identifies conventions of writing as used in reading materials.
13 Locates letter in picture dictionary which begins name of picture shown by teacher.
14 Reads silently through short selection.
15 Locates story titles and page numbers using Table of Contents.
16 Follows one-step written direction.
17 Identify purpose of field trips
18 Develops a story when given a sequence of 3 or 4 pictures.
19 Classifies and relates words in a given category.
20 Explain main idea in pictures.
21 Identifies words from a specified word list which form an associated pair.
22 Selects missing word from sentence context without picture clue.
23 Determines which selections deal with reality and which deal with fantasy.
24 Discriminates events which occurred in the past from those which occur in the present.
25 Selects appropriate captions for pictures.

1.2.26 Locates specific information:
- in reading selection
- using picture clues in decoding
- using visuals (pictures, charts, filmstrips, etc.)
- listening to audio materials

27 Present information orally, in sequence and with clarity.

1.3.1 Finds sentence which contains answer to question of simple recall.
2 Finds answers to who, what, when, and where.
3 Identifies speaker and person spoken to in selection.
4 Identifies phrase which states possible effect of stated cause.
5 Identifies word or phrase inferred from sentence content.
6 Completes statement bases directly on the content of material read in a short selection.
7 Alphabetizes words to the first letter.
8 Locates given word from known vocabulary in a picture dictionary.
9 Follows two-step written direction.
10 Locates author's name in book.
11 Locates chapter headings in book.
12 Identify and explain:
- a written sequence of events
- a pictorial sequence of events
- an audio sequence of events
- visual images using line, color, and shape

13 Predicts outcome after reading sequence of sentences.
14 Selects appropriate conclusion for paragraph.
15 Matches words which show abstract relationships.
16 Matches setences to pictures which show abstract relationships.
17 Matches sentences to words which show abstract relationships:
- cause/effect
- value judgment

18 Selects words omitted from sentence to complete analogy.
19 Selects the main idea in a paragraph.
20 Identifies:
- the title of a print or nonprint item
- the author of a print or nonprint item
- the illustrator of a print or nonprint item
- publisher of a print or nonprint item
- the place of publication of a print or nonprint item
- the copyright date or date of publication of a print or nonprint item

21 Locates new words in picture dictionary.
22 Determines whether book contains specific story or information by using Table of Contents
23 Locates evidence in reading material to verify opinions.
24 Charts or graphs information.
25 Record (pictorially, etc.) and summarize information gained from a field trip or interview
26 Exchange ideas through discussion.

1.4.1 Arranges sentences in sequence.
2 Identifies ideas subordinate to main idea in a paragraph.
3 Identifiessentence stating possible inference of paragraph.
4 Identifies story elements:
- characters
- setting
- time
- plot
5 Locates, by title, books that have information about area of study.
6 Participate in an interview.
7 Demonstrates use of comma by pausing when appropriate during oral reading.
8 Identifies mood of selection.
9 Locates sentence that is inappropriate to paragraph content.
10 Matches paragraphs to pictures which show abstract relationships.
11 Identifies specific source of information (friend, book, movie, etc.).
12 Discriminates between dialogue and narration by use of quotation marks.
13 Selects subject heading which relates to stated information.
14 Interprets figurative language.
15 Locates definitions of unknown words in beginning dictionary.
16 Skims to obtain general idea of content.
17 Locates information using:
- a telephone directory
- sections of a newspaper and its indexes

1.5.1 Selects "new " meaning of familiar word through use of context clues.
2 Selects appropriate meaning of a given phrase in sentence context.
3 Selects correct response by drawing conclusions after reading a poem.
4 Selects appropriate theme after reading a poem.
5 Selects appropriate title for poem.
6 Discriminates between prose and poetry.
7 Identifies setting for a particular theory.
8 Locates guide words in beginning dictionary.
9 Selects dictionary definition appropriate to context of sentence.
10 Selects appropriate summary for given selection.
11 Discerns appropriate emotional reactions of story characters.
12 Identifies relationships of story characters to one another.
13 Discriminates irrelevant statements in related series.
14 Identifies a story written in play form.
15 Locates phonetic spelling of words in junior dictionary.
16 Locates specific topic in encyclopedia.
17 Discriminates between dictionary and encyclopedia as reference sources yielding different kinds of information.
18 Organizes related ideas under given topic heading.
19 Selects the statement that identifies appropriate inference from content of poem.
20 Arranges paragraphs in sequence.
21 Differentiates between fiction and non-fiction books by their library markings.
22 Alphabetizes to the second letter.
23 Follows three-step written direction.
24 Identifies fantasy, unreality, impossibility, and incongruity in a resource.
25 Identifies a fact, truth, reality, or possibility in a resource.
26 Predicts the outcome of a narrative.

1.6.1 Differentiates fact from opinion (objective and subjective statements).
2 Selects the word or phrase that means the same as an idiomatic expression in a selection.
3 Identifies synonyms as words meaning the same.
4 Follows multiple-step written directions.
5 Discriminates main topic from subtopics.
6 Lists events of a selection in order of their occurrence.
7 Predicts actions of a character in a given situation.
8 Predicts consequences of actions and events in a narrative.
9 Finds directions on simple maps and globes.
10 Interprets simple maps and globes.
11 Interprets simple graphs and charts.
12 Draws conclusions by answering questions from a reading selection.
13 Relates reading to own experiences.
14 Recognizes difference between biography and autobiography.
15 Locates specific information using card catalog:
- author
- book
- title
- subject

16 Recognizes a simile and gains meaning from context.
17 Identifies antonyms as words whose meanings are opposite.
18 Alphabetizes to the third letter.
19 Alphabetizes titles.
20 Distinguishes between word-by-word and letter-by-letter alphbetizing.

1.7.1 Understands and uses accent marks correctly pronouncing phonetic respellings.
2 Uses guide words to locate words in standard collegiate dictionary.
3 Uses a glossary to find the meaning of a word.
4 Makes inferences by using information from a reading selection.
5 Identifies homonyms as words which have the same pronounciation but different meanings.
6 Uses Dewey Decimal System to locate information in a library.
7 Recognizes abbreviation necessary for reference work.
8 Recognizes assumptions.
9 Uses punctuation marks to indicate pitch stress, and juncture.
10 Uses library call letters to locate specific material.
11 Alphabetizes to the end of words.
12 Writes an outline using main topic and subtopic.

1.8.1 Demonstrates use of context to derive meaning of a new word.
2 Recognizes metaphor and gains meaning from context.
3 States definition of and reuses a new word.
4 Locates location of specific information by using index.
5 Demonstrates use of accent mark to indicate syllable of primary stress.
6 Summarizes plot from a given story.
7 Skims materials to find a word, name, date, phrase, sentence, idea, or answer to a question.
8 Paraphrase simple information.
9 Classifies a given statement as fact, inference, or value judgment.
10 Orally reads using correct pitch, stress, and juncture.
11 Makes generalizations by answering questions from a reading selection.
12 Selects appropriate meaning of words with multiple meanings according to usage in a sentence.
13 Uses diacritical marks to correctly pronounce words in a standard collegiate dictionary.
14 Chooses appropriate reference aid.

1.8.15 Distinguishes between a paraphrase, a summary, and use of direct quotations.
16 Selects the appropriate sources and necessary instructional equipment given specific topics (geographical, biographical, quick facts).
17 Recognizes personification and gains meaning from context.
18 Uses map keys and scales to gain information regarding:
- location
- distances
- directions
- reference points

19 Interprets information given in tables.
20 Uses an appendix to locate material and information.
21 Locates information using:
- almanacs
- atlases
- gazetteers
- simple guides to children's periodicals
- special dictionaries
- a thesaurus
- the index of special reference tools related to specific subject areas

22 Skims to find material relevant to a topic

1.9.1 Makes generalizations based upon inferences made from a reading selection.
2 Recognizes a malapropism and supplies the correct word.
3 Recognizes that each occupational area has a special vocabulary.
4 Locates main topic entries or entries referred to by a cross reference.
5 Identifies key words and phrases in reference material which may be used to locate additional information on a given topic.
6 Generalize information found in resources.
7 Compares ideas, facts, and visual images found in one resource for:
- similarity
- identity
- difference
- contradiction

8 Evaluates statements of opinion:
- qualifications
- emotions

9 Recognizes different types of fiction:
- fables and myths
- fairy tales
- legends
- tall tales
- biographies
- historicals
- scientifics

10 Demonstrates map usage by determining:
- sizes and location of cities
- population density
- industries
- culture
- climate
- topography

11 Interprets information given in graphs.
12 Uses footnotes to document information from resources.
13 Locates information using a bibliography.
14 Locates information using the Reader's Guide to Periodical Literature.

1.10.1 Distinguishes between emotional and unemotional language.
2 Distinguishes between fantasy and realism.
3 Recognizes different types of non-fiction:
- narrative
- expository
- autobiography
- biography
- informational articles
4 Writes an outline using main topic, subtopic, and details.
5 Defines a problem for research.
6 Plans a method of solving a problem using reference sources.
7 Assesses validity of material on basis of author's background, publication date of materials, and reasonableness of conflicting statements of other authors.
8 Identifies vocabulary for chosen job cluster program.
9 Identifies author's purpose:
- entertain
- inform
- teach a lesson
- persuade
10 Interprets dates arranged in time lines.
11 Organizes information around a clearly defined topic.
12 Compares figures in graphs to:
- draw conclusions
- make inferences
- make generalizations
13 Summarizes information on a given topic from more than one source.
14 Draws conclusions on a given topic (inferences) from more than one source.
15 Knows the meaning of special type that indicates accent or pitch:
- italics
- boldface
- all capitals
16 Defines meaning of the vocabulary words associated with chosen job cluster program.
17 Recognizes propaganda techniques.
18 Recognizes the following printing devices:
- period
- comma
- semicolon
- dash
- quotation marks
- parenthesis
- ellipses
- boldface
- underlining
- question mark
- exclamation mark
- colon
- hyphen
- italics
- capital letters
19 Prepares notes in a specified form in presenting a report, giving credit when material is quoted.
20 Prepares a bibliography which follows a specified manner of style.
21 Predicts trends, tendencies, or conditions presented in resources.

II. IDENTIFICATION-UTILIZATION SKILLS

2.1.1 Selects materials which are of personal interest.
2 Selects a picture dictionary in order to match words with pictures.
3 Identifies and locates picture or easy materials.
4 Identifies and locates records.
5 Identifies, locates, and operates record players.
6 Identifies and locates cassettes.
7 Identifies, locates, and operates cassette tape recorders.
8 Identifies and locates filmstrips.
9 identifies, locates, and operates filmstrip previewers.
10 Identifies and locates filmloops.
11 Identifies, locates, and operates filmloop projectors.
12 Identifies, locates, and operates listening station and ear phones.
13 Identifies and locates language master cards.
14 Identifies, locates, and operates language master.
15 Identifies, locates, and operates audio-visual kits.
16 Identifies, locates, and operates sound filmstrip previewer.
17 Identifies, locates, and uses appropriately:
- paints
- felt markers
- posterboard

2.2.1 Translates oral or written directions from a resource into a product or action.
2 Records information on a cassette tape recorder.
3 Uses color (hue, value, and intensity), line, and shape to produce a picture based on ideas in a story or reading.
4 Composes a title for a story, picture, chart, etc.
5 Composes a story which has a beginning, middle, and end based on information from resources.

2.3.1 Selects print and nonprint materials appropriate to ability level.
2 Identifies and locates:
- the fiction collection
- the non-fiction collection
- slides

3 Identifies, locates, and operates:
- slide previewers
- opaque projectors

4 Illustrates a story or reading by making a series of pictures, clay figures, creative movements.
5 Expresses ideas, feelings, or experiences obtained from a resource using a chosen method involving lines, shapes, colors, and textures.

2.4.1 Identifies and locates:
- the card catalog
- book catalogs
- the vertical file
- periodicals
- newspapers
- dictionaries
- the telephone directory
- transparencies
- map and globes

2.4.2 Identifies, locates, and operates:
- overhead projectors
- micro-projectors

3 Makes:
- a simple map
- a simple chart
- a simple graph

2.5.1 Prepares:
- a handmade transparency
- a color-life transparency
- a handmade slide
- a handmade filmstrip

2 Identifies and locates:
- encyclopedias
- pamphlets, clippings, etc in the vertical file
- tapes (reel)

3 Identfies, locates, and operates:
- reel to reel tpae recorders
- dry mount press

2.6.1 Writes and constructs a model book which includes all specific parts of a book.

2 Uses lines, colors, shapes, and textures to create symbols.

3 Uses sounds to create audio messages.

4 Produces media from appropriately chosen materials without teacher direction.

5 Makes a detailed map floor plan of the Media Center (e.g.)

2.7.1 Identifies and locates 8mm or 16mm films.

2 Identifies, locates, and operates 8mm or 16mm film projectors.

3 Identifies, locates, and operates a slide projector.

4. Prepares:
- a reel to reel tape recording
- a slide
- a handmade film

5 Writes a report using one chosen medium.

2.8.1 Distinguishes between types of visual materials (posters, filmstrips, slides, etc.) and selects appropriate items based on advantages and disadvantages of each type.

2 Identifies, locates, and operates a camera.

3 Identifies and locates:
- a thesaurus
- specific reference materials
- video tapes

4 Identifies, locates, and operates:
- video tape recorders
- television

2.9.1 Prepares:
- a filmstrip
- a film (filmloop)
- a videotape
- a slide presentation
- an audio-visual presentation

2 Produces a media presentation that:
- expresses a mood or feeling
- contains specific subject matter
- has an identifiable theme or main idea
- shows sequential development of a character, theme, or main issue
- has a definite point of view

2.10.1 Identifies and locates:
- bibliographies
- Reader's Guide to Periodical Literature
- microforms

2 Identifies, locates, and operates:
- microform viewers
- copying machines
- lamination equipment
- thermofax
- film editor
- sound equipment (microphones, amplifiers, mixers, speakers)

3 Identifies and locates materials from local public and academic libraries

4 Prepares:
- a machine-made transparency
- a multi-media presentation
- a detailed report using audio-visual materials and equipment

METHODS

The following methods for instruction are not uniquely effective with handicapped students. Some are equally effective for the non-handicapped; others will be ineffective with some handicapped students. They are general approaches to be considered.

I. Task Analysis is the process of dividing skills into incremental steps not only to identify the logically ordered components of a particular skill, but also as an aid in pinpointing an obstacle which may be preventing a student from mastering that skill.

EX. Student is able to find a single word topic in a book by using the book's index.

1. Student opens book.
2. Student locates index in book.
3. Student locates index page in alphabetical range of topic,
4. Student locates initial letter of topic,
5. Student locates second letter of topic etc.
6. Student locates topic.
7. Student locates page number where topic is discussed.
8. Student turns to page where topic is discussed.
9. Student locates topic on page.

The task analysis method can be used in three basic ways:

1. The student attempts the task while an observer monitors progress. When the observer pinpoints a problem the student is given further instruction and practice.

2. The student performs the first step of a task. The instructor then completes the task explaining each step to the student. The student then performs the first two steps etc., adding a step each time the instructor works through the task.
3. The Instructor explains and completes each step of a task allowing the student to complete the final step. Each time the task is repeated the student completes one more step working backwards. In each case the student finishes the task and feels a sense of success. (This is called reverse chaining)

Media specialists should remember that every media skill does not necessarily need to be task analyzed completely. The method is described mainly so that you become aware of the fact that all skills consist of many components. Also through task analysis you should be able to identify specific problem areas and to develop additional activities for learning that step. Mastering a particular component step (i.e., alphabetizing) will be transferable to mastery of other skills.

II. Equipment Usage: Media specialists should be aware of the ways equipment can be used in the instructional process. It is through the hardware that we have access to a multitude of professional productions. Equipment can also be used with staff and student produced materials.

Standard hardware found in every media center can be utilized for many aspects of the teaching/learning process. Equipment provides a way, other than print, for the media specialist and other teachers to present information to a large number of students at different times, without

repeating it themselves. Also, information accessed through equipment can be stored for future use; access is not dependent upon the media specialist's having time to repeat it verbally. Much of this information (tests, directions, etc.) may already be easily accessible in print formats, but students should have alternatives available for follow-up activities and future reinforcement.

The following teaching and learning procedures can be accomplished through equipment utilization:

Pre-testing -- Equipment can be used to determine skill levels and to assess individual student needs. Test materials and instructions can be presented and students can give their responses using equipment. For example, a student might view a film and recite answers into a tape recorder. Individualized tests could be given at the same time to several students with little or no teacher participation.

Giving Directions -- Through the use of hardware the media specialist can plan, illustrate or give step-by-step directions. The student can review the directions as often as necessary.

Individualizing Instruction -- Not only can the content be individualized, but the mode of presentation can be matched to the student's need. Students can work alone, free from distractions.

Group Instruction -- Small or large groups can gain information through various types of audio and/or visual presentations.

Monitoring -- Students can monitor themselves or provide data for teacher-monitoring of their work. Their errors need not stigmatize them.

Practicing -- Students can work at their own pace, reviewing the instructions and/or the content over and over again. They can have immediate feedback on their progress.

Testing -- Students can take their time and review, and correct their own work before being evaluated by others.

Equipment can never replace the personality and warmth of the media specialist. Always weigh the advantages of using equipment against the need for personal contact and reinforcement.

III. Group Structures: While individualized instruction is a key to meeting the specific needs of students, a balance of individual and group work must be maintained. To isolate a student from group activities can be just as detrimental as isolation in a classroom. The interaction of handicapped and nonhandicapped students is an essential ingredient of mainstreaming. Johnson and Johnson, in Learning Together and Alone, discuss three alternatives for interaction: competitive, individualistic and cooperative.

> When teachers have students compete with each other to see who is best, students are placed in a situation in which their success determines other students' failure and vice versa. In such a "if I win, you lose; if you win, I lose," situation, differences in performance are viewed negatively. If another student is different in a way that gives him or her a competitive advantage, the difference tends to be feared; if another student is different in a way that places him or her at a competitive disadvantage, the difference tends to be held in contempt. Thus, competition tends to create further rejection and stigmatization of low performing

> students, no matter if the low performance is based on physical, intellectual, emotional, or other sorts of differences. For mainstreaming, therefore, competition is out of the question as it promotes the rejection of low performing students as "losers."
>
> When teachers have students work by themselves, individually and independently, students are placed in a situation in which their success is unrelated in any way to the success or failure of classmates. In such a 'we're all in this alone' situation, students who appear to be similar are liked, students who appear to be different are disliked. When learning is structured so that there is no interdependence among students, where what you do will have no effect on me and what I do will have no effect on you, mainstreamed students will at best be ignored and usually will experience increased rejection and stigmatization.
>
> When teachers place students in heterogeneous small groups and require them to work cooperatively, students are placed in a situation in which they can succeed only if the other members of their group succeed. In such a 'we're in the same boat' situation, students have a vested interest in ensuring that other group members learn, as the group's success depends on the achievement of all members. Helping, sharing, peer tutoring, and peer encouragement and support for learning, as well as peer acceptance and liking, are all hallmarks of cooperative learning experiences. Students become emotionally committed to each other, and tend to view each other in differentiated ways that include strengths and weaknesses alike. Acceptance and appreciation of each other as individuals tends to increase, and rejection and stigmatization tends to decrease. (Johnson and Johnson, pp 4-6)

Individualization does not stigmitize students when the entire group is involved in individual work. Additionally individualization can take place within small cooperative groups. Stigmatization does occur when students compete with each other producing winners and losers and when some students are always singled out for individual work.

A student's individual needs are often shared by any number of other students. One student's weak area may be another's strength. Media specialists should find ways to take advantage of students' strengths in structures such as pairing, small cooperative groups, large groups and tutoring:

A. Pairing

1. Pair students who have a common need in skill development. They can be given joint instruction and can work together on problem solutions. They can quiz each other and monitor work while receiving reinforcement for an area in which they need practice.

2. Pair a student who has a strength with a student who is deficient in the same area. Let them work on a common task emphasizing cooperation and individual responsibilities for accomplishing specific aspects of the task.

3. Pair students with a common strength to work on a joint project. Again emphasis should be placed on cooperation. This type of pairing can contribute to self-esteem since it is success structured.

B. Small Cooperative Groups

Johnson and Johnson also state that a good working group includes two average students, one high achiever and one lower achiever. Students should be taught facilitating skills. Cooperation is learned because the success of the group is dependent on the achievement of all group members. Students may naturally assume certain roles within the group; however, the media specialist should intervene if some students always fall into the same roles (especially roles which perpetuate stereotypes: i.e. girl always records, boy leads, retarded student does all the footwork, etc.).

C. Large Groups

Working in large groups can help students learn social skills, behavioral requirements, democratic processes, and acceptance of responsibility for their own actions. Individuals are not the center of attention in a large group. Students must learn to pay attention and to respond even though the interaction is not directed specifically at them. Cooperation and consideration for others are significant aspects of large group activities. Handicapped students, who often spend a good deal of time in individual settings, need large group interaction.

D. Tutoring

Tutoring is a pairing or small group situation where one student is assigned the specific role of assisting others to master a task. The students who act as tutors must be trained not only in teaching techniques but in sensitivity. (Include them in the awareness activities under staffing section.) The media specialist should monitor the interaction on a regular basis and regroup students when negative observations are made.

Tutors are not teachers. The media specialist should present new material and use tutors only to reinforce learning. Tutoring should not be used without a clear understanding by the media specialist of the needs of the students to be tutored.

Tutoring is in itself a learning experience for the tutors. Almost all students have some strengths that qualify them to be tutors. The job should not always fall to the highest achieving students nor should those students be constantly expected to fill that role. Students can be assigned across grade levels, but be aware of the self-esteem of the older student being tutored by a younger student.

"One of the most important resources within the school is peers who will encourage educational aspirations, achievement, and appropriate social behavior." (Johnson and Johnson p. 37-8)

CHANGING MEDIA FORMATS

Most students gather information through all of their senses. Some however rely more heavily on one sense than on their other senses. Handicapped students may, because of an impairment, be weaker or totally lacking in one or more of their sensory functions. Varying media formats will therefore strengthen instruction for all students. In some cases it may be essential.

For example:

--use a variety of illustrations

--flannel board

--overhead transparencies

--posters

--maps

--realia

--models

--handouts (print)

--allow students hands-on experience

--give students choices

--allow students opportunities for closer viewing/reviewing

(see section on equipment usage for further examples)

Your instructional methods should be dynamic responses to the varying needs of your students. You must grow in new approaches and not stick only to a few comfortable ones. A static approach to instruction may benefit only one portion of your audience and punish the rest.

INSTRUCTIONAL CONSIDERATIONS

The following is a list of "instructional considerations". They apply to all students, but it must always be stressed that an action that may only enhance learning for a non-handicapped student may be essential for the learning of a handicapped student. In the same way, an action that detracts from learning for one student may preclude learning for another.

Noise: Some states have official noise standards for public schools. Check and see if your state is one of them. For a number of reasons, including but not limited to hearing, background noises can detract from learning (i.e. students with vision problems who depend more on their hearing, students with learning disabilities). Just because you may be able to block out distracting sounds, do not assume everyone else can. Set up test situations to assess the needs of your students and the tolerance they might have for working with noise distractions. You may need to find quieter areas for activities. Include "background" music as a possible distracter. For some it may muffle out background noise; for others it may be worse than the noises it is intended to cover.

Body language: Body language is a means of communication. One need not be an expert (there are many books on the subject) to grasp its significance. Observe the way people hold and move their bodies in relation to you and how you feel about their actions. Chances are that the kinds of posture which make you feel uncomfortable will also make others uncomfortable. Become aware of what you are "saying" to others by your body language. We all can recognize an approving gesture, when

warmth and openness are being projected, just as we can ascertain disapproval in nonverbal communication. Handicapped persons will recognize discomfort, impatience, reluctance, and rejection through body language. If you find that you are conveying negative attitudes toward handicapped students, go back to some of the awareness activities that deal with attitudes. (See Chapter 4, Staffing)

Eye-contact is part of body language. While there are sometimes cultural considerations to be made (i.e. in some cultures looking an elder in the eye is considered rude), looking at a person generally indicates that you are directing attention toward him/her. Giving such attention, both as a speaker and as a listener, is important in helping students to develop self-esteem. Watching a student's eyes is a good way to tell whether you are communicating and to detect their discomfort or questioning looks. When dealing with people who are shorter or seated (i.e., wheelchair users) eye contact might necessitate changing your level to meet theirs.

Voice: A little effort and thought given to the tone and quality of one's voice will improve instruction for many students. People are often careless in their speech: speaking too fast, too softly, slurring words, fading out at the end of sentences. Work on improving enunciation and projection may help you gain and hold the attention of students who ordinarily miss many of your words. Remember how you feel at meetings when the speaker for various reasons is unintelligible.

While you are speaking, it is also important to be aware of words themselves:

--Is your choice of vocabulary appropriate for the students you are addressing?

--Do you define difficult words?

--Do you use unusual phrases without clarification?

--How long are your sentences?

--How many directions do you give?

--Do your word choices reflect biases?

--Do you label people?

--Do your descriptions present a true "picture" of things some students may never see?

Where do you stand or sit in relation to the students you are teaching? Being in front of a bright window can virtually blur you out of the picture. Having activities going on behind you may be distracting. A bulletin board or pictures not related to your activity can also distract. How close do you sit or stand to the students? Do you cast shadows on their work? Are you too far away for students to read your lips or your facial expressions, or so close that you inhibit free movement and response? Do you move around so much that it might be difficult for some to follow you?

One way of evaluating your teaching style is to have yourself videotaped while giving a lesson. Watching yourself allows you to evaluate your voice and body language and also to see how different students react to your style.

CHAPTER 7, THE MEDIA COLLECTION

page

Inventory 94

Needs Assessment 95

Guidelines for the Representation of Exceptional Persons in Educational Media 98

Evaluation of Existing Collection 102

Summary 105

CHAPTER 7, THE MEDIA COLLECTION

Inventory

A media collection is only useful if you know what is there. So also, in serving the needs of handicapped students you must begin with an inventory. What do you already have that can be used by and for handicapped students, and by teachers and others interested in the needs of handicapped students? That inventory should involve gathering all materials (at least temporarily) -- print and non-print -- that are in your school. Check classrooms, special education resource rooms, and teacher collections. Ask the co-operation of all of your teachers and you may find that many will welcome the added space the process will leave on their classroom shelves and bookcases. Explain to teachers who are reluctant to part with materials that you are taking an inventory and starting a complete catalogue of the school's holdings in order to be of better service. The teachers who want materials stored in their rooms may be allowed to do so after the material is catalogued. In this way everyone can see by looking through the card catalog just exactly what the building has to offer.

There are many advantages to this process. Not only will you, the media specialist, have a better idea of what your collection has to offer, but your colleagues also will have access to this information. The complete catalog can save money because there is less purchasing of duplicates when everyone knows what is in the building. Also material that has sat unused might be brought to the attention of a potential user.

This type of inventory will also bring to light the formats of information. To discover that, for example, a required novel is also available in your school on a tape recording or in movie form will be a great boon to students who have difficulty reading or who digest information more easily from nonprint formats.

Do not forget in your inventory to include information about materials available through your school district and special service districts serving your school. Ultimately you are trying to assess the strengths and weaknesses of your collection and ascertain what you might need to enhance the collection. Unless an item is in constant demand, its availability through the district might saisfy your school's need.

Needs Assessment

Knowing what is there is only the first step. Assessing the collection for its usefulness involves certain special considerations in regard to handicapped students. First you must consider the exact needs of your students.

What are the students' learning styles? We all learn differently. Fortunately, given the tradition of schools many of us can learn from formats not necessarily best suited to us. For example, many students can "pick-up" on oral instructions even when written instructions might be more effective. But if some impairment should limit one or more sensory functions, then it becomes crucial that other formats are used. Whenever possible the same information should be available in a number of forms so that the student can respond to the material best suited to his/

her learning style. The various formats will also reinforce input gained in other ways.

The most effective media for the handicapped student is frequently the most effective media for all students. Excepting a few specific needs, some generalizations could be stated regarding all media in the collection. What materials are most effective will depend upon the individual student. But remember, while quality of presentation may add or detract from an item's effectiveness with a non-handicapped student, it may totally preclude usage by a student who is in some way impaired. One student may be able to "make-out" the visual, word or sound, while for another student it is totally lost. Some quality criteria include:

1. It is beneficial for all students to have materials prepared with quality print on quality paper stock. The concern emphasized if for optimal legibility, regardless of artistic format or cost.

   a) light colored or white non-reflective paper

   b) print shadows not visible from the back side

   c) clear print with separation between letters and lines; smudge free

   d) print separated from pictures or collage backgrounds

2. Legibility considerations should also apply to film media, transparencies, graphics, posters, maps, and globes. It is essential that there is a clear presentation of concepts. Several concepts together may be distracting and may deter learning, except where comparison is the objective. Overlays may be used effectively when presenting more

than one concept. Captions should not be placed over irregular back grounds.

3. Intelligibility is essential with all auditory media. Cassette tapes, records, and sound tracks need to be produced in clear, intelligible voices. Use of standard, unaccented English is usually best. Where content is carried by dialect, as in some narratives, use supplementary scripts or discussion.

4. Durability is essential in the evaluation of games, toys, models, sculpture and specimens. Learning is more comfortable for the student who does not share the media specialist's anxiety over the replacement cost of some fragile item.

Consult the chapters relating to specific handicapping conditions for special collection considerations.

The media collection should relate to the interests of all students. Handicapped students have the same interests as other students so access to the general collection is essential.

One area of special interest to students is career awareness. Materials should be provided which show handicapped persons in traditional jobs and professions. Watch your biases. Handicapped persons can and do work in every kind of job. Showing them in these roles helps dispel prejudices and encourages students in their career plans. Contact your local Vocational Rehabilitation Department and the President's Council on Employment of the Handicapped.

The media collection should supplement the classroom. Being aware of what is going on in the classroom and serving on curriculum committees enables the media specialist to relate the collection to current

student needs.

Special materials may be needed for specific skill levels and skill development. Work closely with the teacher and student in selecting these materials. While materials may be purchased with handicapped users in mind, no item should be set aside exclusively for their use. This stigmatizes the material and its users and limits the benefit of its use by any student who might need work in a special area.

The self-esteem of students is enhanced when they see themselves in the materials they use. If handicapped students cannot identify with characters without disabilities or ~~only~~ see handicapped persons only depicted in either disparaging or idealized ways, their self-esteem is lowered. This is no different from girls not seeing positive, realistic images of women, or minorities only seeing white faces. The following "Guidelines for the Representation of Exceptional Persons in Educational Media" can be used in determining whether your collection fosters a "positive, fair and balanced representation of exceptional persons in print and non-print educational materials." (Council for Exceptional Children)

1. In print and nonprint educational materials, ten percent of the contents should include or represent children or adults with an exceptionality.

Do your educational materials reflect the fact that ten to fifteen percent of the population is composed of persons with exceptionalities?

If your materials do represent exceptional persons, have you limited the exceptionalities to deaf, blind, or physically handicapped?

Have any of your materials included the following conditions?

Behavioral Problems
Giftedness
Hearing Impairments
Learning Disabilities
Mental Retardation
Multiple Handicaps
Neurological Problems
Physical Handicaps
Serious Emotional Problems

2. Representation of persons with exceptionalities should be included in materials at all levels (early childhood through adult) and in all areas of study.

Do all of your efforts at representation focus on the elementary education market?

Have you made an effort to include persons with exceptionalities in such curriculum areas as:

Career Education
Guidance
Health Studies
Language Arts
Mathematics
Physical Education
Science
Social Studies
Vocational Education

3. The representation of persons with exceptionalities should be accurate and free from stereotypes.

Are you aware that each exceptionality has varying degrees of severity?

Have you represented the deaf as dumb; the blind as pitiful; the intellectual as bookwormish; the mentally retarded person as poorly groomed, as unkempt, or as the 'fool'?

Have you stereotyped persons with exceptionalities as 'the blind beggar,' 'the disfigured villain,' or 'the insane criminal'?

4. Persons with exceptionalities should be shown in the least restrictive environment. They should be shown participating in activities in a manner that will include them as part of society.

Are all deaf persons shown only in the company of other deaf persons?

Are all regarded persons shown in institutions, or going placed only in groups?

Does your material reflect the idea that persons with exceptionalities cannot function in the mainstream of society?

Does your material foster the attitude of 'one of them' as opposed to 'one of us'?

5. In describing persons with exceptionalities, the language used should be nondiscriminatory and free from value judgments.

Do you avoid the use of cliches and phrases that cast aspersions on persons with exceptionalities, such as: village idiot, deaf and dumb, spastic, egghead, four eyes, bookworm, gimp, retard, lamebrain?

Do your materials reflect attitudes of pity or condescension, such as 'poor little cripple'?

6. Persons with exceptionalities and persons without exceptionalities should be shown interacting in ways that are mutually beneficial.

Are the persons with exceptionalities always shown being helped by others rather than vice versa?

Have your materials shown positive interpersonal relationships between persons with and without exceptionalities?

Do your materials show how persons with and without exceptionalities can communicate naturally, without embarrassment or awkwardness?

7. Materials should provide a variety of appropriate role models of persons with exceptionalities.

Have you explored the full range of jobs that persons with exceptionalities do perform or have you limited yourself to a narrow range of occupations?

Have you ever depicted persons with exceptionalities as parents, community leaders, or business executives?

Do you depict the typical achiever, as well as the super achiever as a role model?

8. Emphasis should be on uniqueness and worth of all persons, rather than on the differences between persons with and without exceptionalities.

Does your use of labels set persons with exceptionalities unnecessarily apart from others, in a manner such as 'Sally, Anne, and Robert, their blind friend'?

Do your materials foster the appreciation of similarities between persons with and without exceptionalities?

9. Tokenism should be avoided in the representation of persons with exceptionalities.

Is your idea of representation one child with a hearing aid in a full classroom?

Do you use persons with actual exceptionalities in your materials?

Do you attempt to go beyond the superficial or obvious in depicting the exceptionalities. (CEC)

Depicting handicapped persons in a positive, fair and balanced way is of primary importance in making your school aware of special students. Teachers, non-handicapped and handicapped students (who often know nothing about handicaps beyond their own) need to have their prejudices jarred. It may be a response to simple curiosity that draws a student to the media center in search of information on a certain handicapping condition; perhaps a new child in class, a family contact -- whatever the reason it is important that the media specialist have accurate information and know where to direct thestudent for more details.

Teachers too must have ready access to information. The professional library is an important part of the collection. As mainstreaming becomes prevalent, more and more materials are appearing on the subject. Let the teachers help you and each other by filling out simple review

forms on the materials they read and view. On the basis of these reviews you will be able to weed out useless items and direct teachers to relevant information. This professional collection could include teachers' personal materials on a loan basis to the school. It should include specific special education materials, reviewed by special educators for applicability and usefulness to regular teachers. The collection should be stored in a place of ready access, perhaps the teacher's lounge, where discussion of the materials might foster growth and usage. As a media specialist you should keep the staff aware of additions to the collection and encourage their suggestions for other materials. (See Chapter 4, Staffing -- Media Specialist as a Resource to Teachers).

Evaluation of Existing Collection

Once you are aware of what is in your collection and have ascertained the specific needs of the handicapped students in your school, you should develop methods and strategies for evaluation.

Use the same criteria in weeding your collection that you use in selecting new materials. But first look carefully at your written selection policy. Does it contain guidelines such as those listed above on the representation of exceptional persons? Are specific provisions made for varying formats and meeting the needs of the handicapped population in your school? Is the quality of print, sound, etc. given proper emphasis as it relates to use or non-use by handicapped students?

Involve others in the evaluation of materials -- students, teachers, parents and resource persons outside the school. A handicapped student may be the best judge of the quality of an item. Parents have unique insights; special education teachers have special training; teachers have unique personal experiences; people in the community have a different perspective.

Remember that most materials can be used as is by handicapped students or adapted to meet their needs.

It is important that you have administrative support. Keep your administration aware of what you have discovered -- what materials are available, what the school needs are. Keep records of usage to show why you need more copies or more materials in certain content areas. Keep a consideration file with reviews of materials you would like to purchase when money becomes available. Be able to justify those needs.

Based upon your inventory, a careful evaluation of the material and the needs assessment of your school, you will recognize the gaps in your collection. Before you start to buy, check out the possibilities for borrowing. You may have a student with a specific disability who will only be in your school for a short period of time. Could highly specific material be borrowed for that time period? (For example, the American Foundation for the Blind has specific materials it will lend to students officially identified by the Foundation.) Perhaps students will be dealing with a topic for a short time, and material is only needed for the unit. Or, your budget may not be able to support a costly item at this time. Perhaps you are considering a purchase but would like to try

the material first. Maybe another center close at hand has what you need and would be willing to share in exchange for something you use less frequently. Start with local libraries, universities and foundations concerned with specific handicapping conditions. Go beyond to State Libraries and the Library of Congress (NLS). (See Resources and Staffing: Media Specialists as Resources to Teachers).

New materials can sometimes be developed to meet the needs of handicapped students. Pictures can be added to sound presentations, films can be captioned, print can be recorded. If you have a production staff they can develop materials. Students can also become involved in projects such as retelling the story from a film so that it is meaningful to someone just listening and not viewing; or putting down in words the feelings of a musical selection.

When purchases must be made, check into funding sources outside of your school. (See the listing of agencies under the Resources section.) Service clubs, churches, and foundations often have money available for special projects. You might be asked to give a presentation or write up a justification for your need, but at this stage you should have all the support criteria required. Check the list of resources also for actual sources of special materials.

A great deal of material is now being marketed for use in "main-streaming". Carefully examine these items to make sure that new labels haven't just been added to old products. While this might show that regular materials can be used with handicapped students, you might end up paying a higher price for "specialized material" or duplicate something

your collection already contains. Whenever possible preview material before you buy and try it with your students and teachers. Four things to watch for according to Gordon Bleil in the article "Evaluating Educational Materials" in the Journal of Learning Disabilities, January, 1975 are:

a. Magic solutions. Ask a publisher if he will guarantee results with the students, or if he has substantiations of the claims made in superlative terms.

b. Diagnostic Labels. Labels may or may not indicate students for whom materials are appropriate. Putting a diagnostic label on materials is a marketing strategy. Ask for substantiation.

c. Fad Words or Phrases. Jargon such as "high interest, low vocabulary" develops in every field of human endeavor. If used as a convenient shorthand to facilitate understanding, it can be useful. But jargon can be popularized and serve the same purpose of a marketer as do diagnostic labels. It implies a fit of materials to a need that may or may not be accurate.

d. Grade Levels. Find out who picked the level and whether you can rely on it. This is particularly important in dealing with students who already have problems. (Ruark, p. 7)

In Summary

1. Know what resources are available in your school: the media collection, special education resource rooms, teacher and classroom

collections. Organize a central catalog so everyone will have access to the material and equipment.

2. Know what resources outside building are readily available: district collection, regional education district collection.

3. Assess the needs of the handicapped students you serve and the needs of others who serve them.

4. Evaluate your collection according to those needs.

5. Strengthen your collection:

--weed out poor material

--try to adapt what you have

--borrow when possible

--develop new material

--purchase new material using stringent selection criteria, previewing when possible.

--investigate additional funding resources

CHAPTER 8, EQUIPMENT

	page
Standard Equipment	108
Overhead projectors	108
Cassette recorders	109
Filmstrip projectors and viewers	109
16 mm projectors	110
Typewriters	110
Video equipment	110
Headphones	110
Cameras	111
8 mm film loop projectors	111
Magnetic card readers	111
Production equipment	112
Support equipment	112
Equipment Modification	112
Specialized Equipment	113
Summary	117

CHAPTER 8, EQUIPMENT

Equipment is of primary importance in using a multi-media approach to learning. Standard hardware found in media centers has potential for use in all stages of the learning process for handicapped and non-handicapped students alike. (See Chapter 6, Programs -- Instruction, Methods)

Students mastery of equipment operation has many benefits:

--Using equipment can build students' self-confidence by allowing them to work independently in non-competitive situations.

--Programs can be designed so that students can monitor their own success.

--The variety that is possible with multi-media can increase interest in subject areas.

--Student use of equipment frees staff to work personally with other students.

Handicapped students will need the same basic kinds of equipment as other students, but if their primary mode of learning is dependent upon a certain piece of equipment, special consideration must be given:

1) More frequent availability--this may entail buying more of the same item or perhaps changing the usage schedule to insure that students have the equipment they need.

2) Regular maintenance--if the need for an item is crucial it cannot sit broken on a shelf for weeks. Checks must be made regularly to

evaluate for proper functioning. High quality of audio and visual presentation is all the more important when one or more of the senses is impaired.

It is the responsibility of the media specialist to understand the potential of specific pieces of equipment and to manipulate them to achieve maximum efficiency. Consider the advantages of automatic load equipment which are easier for students to learn to use independently than manual load pieces. Cassette tape recorders are less complicated to use than reel-to-reel tape recorders. Also some equipment brands are easier to understand and manipulate than others.

Media specialists should emphasize the features that facilitate equipment operation when selecting new equipment for purchase and when choosing items in the center for use by specific students.

Most importantly, before assuming that new equipment is needed for handicapped students, think of how your present equipment can be used and adapted. Start with the standard equipment in your media center and consider the features that have potential for positive usage with handicapped students:

Standard Equipment

Overhead projectors

--writing on a white screen can be read more easily than writing on a blackboard *

--presenter faces the class *

more audible

allows eye contact

encourages enthusiasm by facial expression

--material on acetate roll can be saved for student that needs to go back *

--commercially-made transparencies are abundantly available in most subject areas

--transparencies can be made easily by media specialists, teachers and students

Cassette recorders

--advantageous for students who are successful at oral expression but face difficulties with written expression *

--reinforcement for oral or written directions, repeat as often as necessary

--playback mechanism gives the student immediate, concrete feedback and allows student to correct own errors *

--tapes can easily be made by teachers, students or volunteers

--tapes easily handled and stored

--tapes cheap and reusable

--heavy duty or classroom models are sturdier and control mechanisms are easier to activate than smaller portables

--cassettes can be amplified with headphones *

Film strip projectors and viewers

--easy for students to learn to use, few operating steps

--can be viewed easily over and over for visual discrimination *

--inexpensive audio-visual format

155

--filmstrip without sound can be viewed at varied rates of speed, fast or slow

--filmstrip/cassette can be stopped more easily than filmstrip/record

--small screen of filmstrip viewers lessen distraction

--versatile size of projection (group and independent usage)

16 mm projectors

--automatic load within most students' abilities to learn operation

--large range of films available to purchase/borrow/rent, including captioned films

Typewriters

--alternative to handwriting *

--electric typewriters require little strength to operate

--large print (primary type) suitable for students with visual impairments

--viable skill for use outside school

--fun to practice

Video equipment

--gives students opportunity to see themselves *

--instant feedback *

--character generating equipment available for captioning tapes for hearing impaired

Headphones — Consult with special educators about utilizing headphones in combination with hearing aids.

--lessen distractions and encourage concentration

--can amplify audio

--sets with dual controls have versatility for use with hearing impaired

--allows students to use audio equipment without disturbing others

Cameras

--instant developing cameras offer immediate gratification *

--can be used as method of communication *

--encourages creative self-expression *

--requires neither reading nor oral skills *

--operation of instamatic is easy to teach and learn and easy for students to teach each other

--good medium for leading into other skill areas, i.e., photo developing, filmmaking, layout, art, public relations, community awareness, etc.

8 mm film loop projectors

--one step operation

--usually single concept theme or short subject

--allows for continual review

--size of screen projection (large to small) suitable for group and independent use

Magnetic card readers

--presentation of auditory and visual simultaneously

--immediate feedback of student performance

--commercial pre-recorded cards available as well as blank cards

--cards are reusable

--small and portable

Production equipment: ditto, hot press visual maker

--simple operation: easy to learn, easy to teach

--encourages creativity

--enhances quality of teacher/student production

Support equipment: carts

--allows equipment mobility for items too heavy or cumbersome to carry *

--varied heights available for different purposes

Besides recognizing the features of equipment that make them well-suited for use with and by handicapped students, you should also begin to search for innovative ways to use the equipment. Usage alternatives and variations may postpone or eliminate the need to purchase new items, as well as liven up the media and instructional programs. (See Chapters 11-18, Handicapping Conditions)

(starred items above are taken from McKay, Schwartz and Willis, pp. 2-5)

Equipment Modification

You should look for ways of modifying equipment that students cannot operate. Modifications may include replacing small switches and knobs with larger ones (tennis balls, long levers), eliminating knobs in favor of sensitive push buttons, or covering knobs with coarsely textured material to facilitate grasp and turning. These modifications permit students with limited fine motor control to use gross motor movements instead, and vice versa. For instance, extending the push buttons on a

cassette recorder by glueing on longer wood or metal strips makes its operation a hand, arm or elbow movement, rather than a finger movement. This same modification would also benefit the student with limited strength. Try your cassette recorders with this in mind; you may not have realized how hard you have to push to activate the machine, especially to record.

You may or may not feel qualified to make any alterations on your equipment. However, probably everyone can cut a hole in a tennis ball to fit over a small knob or attach sandpaper to the acetate roll control on an overhead projector.

When help is necessary, there are several sources to turn to. For free assistance, contact audio-visual specialists, industrial arts and electronics teachers, and custodians or maintenance people in your school or district. Students too may be able to help. Resource persons outside the school district may include regional education district, state department of education, and higher education personnel, as well as volunteers from the community.

Specialized Equipment

Another alternative to adapting and modifying equipment is developing (inventing!) new equipment. This aternative is outside the realm of probability for most media specialists. However, new equipment is being developed all the time--someone is doing it!

The Telephone Pioneers of America, an organization of retired telephone industry employees, volunteer their time and skills in developing

equipment to meet very specific needs. They have developed a baseball game for blind persons; the ball and bases emit sounds. They have developed "talking" dolls for use primarily with emotionally handicapped children; a teacher can talk through the doll from another room. Also, they have developed numerous telephone variations utilizing lights, tactile read-outs, etc., for use by handicapped individuals. The Pioneers can be contacted in many cities and towns across the country and are listed in the telephone book.

To satisfy the equipment needs of all students, it may be necessary to purchase or borrow some highly specialized items. Students with limited use of upper extremities or vision limitations require specialized equipment more often than other students.

Remember, however, that <u>all</u> physically handicapped and visually impaired students do not have unique equipment needs. When they do, many items can be obtained for them on loan from the National Library Service to the Blind and Physically Handicapped (Library of Congress) through regional depositories (often state libraries). Building, district and regional special educators usually know what equipment particular students need and will help to locate and obtain the items.

Besides the Library of Congress, equipment is available from organizations such as the American Foundation for the Blind which publishes a catalog (Aids and Appliances) of over 400 devices useful to visually impaired persons.* Commercial companies also produce and sell specialized pieces of equipment.

Media specialists may not be called upon to select special equipment for use in the media center itself; rather, students may own their own or have items provided them by sources other than the school. Media specialists should nonetheless be aware of the kinds of equipment available and sources for obtaining them, as well as monitoring the journals, etc., to stay abreast of innovations.

---

*Further information about the American Foundation for the Blind and other organizations and agencies concerned with handicapped persons is available in the H.E.W. publication, Directory of National Information Sources on Handicapping Conditions and Related Services (DHEW publication No. OHD 77-22003). It is a comprehensive volume describing the purpose, activities and services of 270 national level organizations and federal agencies. It is a valuable reference tool for the collection. It is available from:

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, D.C. 20201

Only a small proportion of handicapped students need specialized equipment; those who do usually are supplied with what they need through sources other than the media center. Where a piece of equipment means the difference between succeeding and failing in an educational setting, most likely the student will have access to that item. Where an item would make a positive difference in the quality and quantity of educational success for a student, but not the difference between success and failure, that item may be harder to supply. Media specialists can help in this regard.

The item may be too expensive for the school or school district to purchase for just one student. However, other funding sources are available. The school or student may apply for federal or state grant funds to purchase the item. Local service clubs, such as the Lions and Kiwanis, are possibilities, as well as local parent-teacher organizations. Arrangements can vary:

--the item can be purchased for the student to keep
--it can be purchased and remain school property after the student leaves the school
--the funding source may retain ownership of the item
--the item may be rented or leased for the period of time the student is in the school

Detailed descriptions of specialized equipment designed for use by students with specific handicaps are included in Chapters 11 through 18.

In summary, meeting the equipment needs of handicapped students in regular schools more often than not involves the effective utilization of standard media center equipment. Media specialists sometimes need to make simple modifications to hardware, though not often, and only rarely need to purchase specialized equipment. The emphasis is on effective, innovative usage rather than innovative equipment.

In purchasing new hardware, media specialists should consider features that will encourage and facilitate usage by all students: simplified and well-placed controls, automatic features, durability, and versatility. Trends in equipment design and development currently tend towards simplification (including new slot-loading projectors). Providing students with equipment that is easy to master will not only enhance the educational process, it will foster independence and free up media staff to work with more students personally.

CHAPTER 9, FACILITIES AND ENVIRONMENT

	page
Physical Barriers	118
Environment	120
Considerations	122
Color	122
Plants	122
Noise	122
Lights	123
Windows	123
Displays	123
Pets	124
Bulletin Boards	124
Furnishings	124
Areas	126
Temperature	127

CHAPTER 9. FACILITIES AND ENVIRONMENT

Physical Barriers

The Rehabilitation Act of 1973, P.L. 93-112, Section 504, is the legislation which mandates "program accessibility" for all programs receiving federal aid:

-New facilities are required to be accessible and usable by handicapped persons;

-Programs conducted in existing facilities need to be accessible;

-Structural changes are required only if other means of providing program access are not possible

The American National Standards Institute has developed guidelines to determine whether buildings are accessible to the physically handicapped. These standards are available from the ANSI. (See Chapter 19, Resources) But the law does not prescribe the means of making programs accessible. For example, where classroom instruction is concerned, it might be within the law to simply relocate the class. This is obviously not an option for the media center program. The facility itself and physical access to that facility are essential. Coupling 504 with P.L. 94-142's mandate for "least restrictive environment" further magnifies the need to get students into the center. A media program cannot be carried to the student. So in some cases structural and architectural modifications may be necessary.

Of course a variety of options do exist for getting physically handicapped students into the center. But it must be stressed that making

a student dependent on someone (such as having to be carried in) or destroying that student's dignity (always having to use a freight elevator) may do great damage to the student's self-esteem. The goal is to allow the student access with the greatest independence and the least loss of dignity.

Structural and architectural changes need not be viewed as exclusively benefiting the handicapped. Consider the sloping curb corner on a sidewalk--it helps all types of people: older people, people riding bikes, pushing shopping carts, babystrollers.... Have you ever tried to get a book cart or project equipment up even a small flight of stairs?

But getting bodies into the media center is only the first step. Beyond the barriers of stairs, doors, doorsills and turnstiles are the physical barriers of the center itself. Under the sections of this book relating to specific handicapping conditions suggestions are made for modifications which will increase access for special students. However, it is important to remember that major physical alterations may not be necessary or possible. Often barriers can be recognized by careful observation and can be overcome in simply imaginative ways. Let the handicapped students themselves help you analyze what barriers exist for them and develop ways to deal with them.

The following are points for consideration:

--Floors should be cleared of all obstacles, such as door stops or raised outlets.
--No electrical cords should tangle on the floors or dangle from tables or study carrels.
--Within space limitations and practical considerations, shelving should not go higher than five feet. Counter height (three foot) shelving is the most preferable.
--The card catalog should be placed on a low sixteen inch

base and catalog drawers should not go higher than counter height. (Lower bases can often be inexpensively built for existing card catalogs).
--Electrical outlets should be conveniently located, within short, safe reaching distances.
--Equipment for student use should be located so that controls are readily accessible.
--Flooring should not be highly waxed or slippery.
--Doors should open easily and swing shut slowly.
--Storage equipment and containers for non-print materials should open simply and easily. (Terwillegar, p. 34)

All too often schools have been designed to give teachers maximum control of students, to make cleaning and maintenance efficient and to keep taxpayers quiet. They have been designed for "average" students to receive a uniform education.

> It is interesting to note that school libraries and media centers have often been a step ahead of classrooms in their provisions for students as total persons with a variety of interests and needs. They were usually the first in schools to arrange facilities in a way that expressed the attitude that human beings are makers and users of knowledge, not just storers of it, and that mastery over materials comes with the freedom to discover new uses for them rather than fitting oneself to another's preconceived notions about use. (Vandergrift, p. 315)

Meeting the variety of needs which handicapped students have is perfectly attuned to the purpose of a media center. It is the variety and diversity of the center which makes it conducive to growth and learning. Media centers have been forerunners in realizing that different people learn best in varying situations. It should be a logical and simple step to sensitive accommodation of handicapped people.

Environment

But even the removal of all physical barriers does not insure an environment conducive to the needs of handicapped students.

> An environment goes beyond facilities and actual physical space to those affective qualities of that space which influence persons within. It is composed of all the facilities and conditions in the surrounding and is experiences as "felt space" or "what seems to be" as well as "what is,"... (Vandergrift, p. 311)

The space in which we function affects the way we function or whether we function at all. The architecture or structure does contribute greatly to "felt space". Having enough room and having a variety of spaces are essential. Recognize the varying needs of your students for quiet individual study areas, group work, equipment usage, production, group instruction and audio-visual presentations. Some students function well or even require strong stimulation (colors, sounds); others are distracted or over-stimulated to the point of nonfunctioning. Furnishings must accommodate the student who works best reclining as well as those in desks or at tables. Independence implies choices. Students must have options for meeting both their physical needs and their need to feel comfortable or "at home" in a situation.

Creativity and imagination are seldom fostered by forcing conformity, by restricting the use of space and materials or by being overly concerned about maintenance and order. Facilities should have plenty of accessible storage space so that students can easily clean up areas. Furnishings should be durable.

> Every successful school media center is a place alive with activity and endeavors to make learning exciting. It is not a warehouse of materials, but it is a place emitting 'good vibrations,' as Harold Gores says. It is a place that accommodates a variety of activities for a diversity of people,...It is a warm, human place, alive with ideas whose materials radiate the message 'use me'. (Briggs, p. 201)

The "good vibrations" are created by many factors. Of primary importance is your attitude and friendliness as a media specialist, your willingness to relate to students as human beings, and your enthusiasm about what the center has to offer.

Considerations

Other elements to consider include:

Color: Studies have shown that color affects attitudes and that specific colors are conducive to specific activities. Provide areas which vary in color as they do in purpose, being aware of the lighting affects of that area. I.e., white in a large brightly lit area may be glaring and hard on the eyes while it might pleasantly brighten a subdued corner. The finish or texture of colors/paint is also important in affecting glare or softness.

Plants: Plants help create a home-like atmosphere. They are a tie with the outdoors (where students frequently would rather be). They are alive and growing even when winter may make other vegetation dormant. Care and understanding of plants can be part of the educational process.

Noise control: Tune into distracting sounds and schedule time and place of activities as much as possible to minimize conflicting needs. Be aware that background music may drown out distracting noise for some but

actually be a distraction for others and also prevent some students from hearing what they need to hear. Poor acoustics create difficulty for hearing impaired students, lessening and even negating intelligibility of sounds. Rectifying such a problem may involve sound screens and installing acoustical tiles.

Lights: Lights are generally standardized but extra lighting may be needed for some students; others may find regular light too glaring. Special shields and/or special lighting may need to be installed in study carrels to meet the needs of students with particular vision problems. Remember that lighting goes far toward creating atmosphere and warmth.

Windows: Letting the outdoors in expands the environment. This can be particularly important for students who have less mobility. Windows are also your best source of lighting. Use shades to control glare, darken room and when necessary to remove distractions. Windows provide natural lighting for plants. Ideally windows should be low enough for students in wheel chairs to easily see out. The view from the window can be enhanced with creative landscaping.

Displays: Design interest centers and displays to draw users to the media center, to stimulate discussion, project development and new interests, as well as to create atmosphere. Displays should include items that can be

touched, examined, and manipulated.

Pets and Animals: Part of a learning and growing experience can be the care and observation of pets and animals. Specific responsibility should be assigned to students so the burden of care does not fall on the media specialist. Perhaps a pet in your media center could meet a nurturing need in one of your students.

Bulletin Boards: Board displays should be responsive to all students. Designate a specific space for students to use to disseminate information and as a forum for issues of concern. Other boards can be topical. Use large letters, 3-dimensional when possible; include textures, contrasting colors, symbols and illustrations, as well as words. Let students design and produce bulletin board displays. Include positive and equal representation of handicapped persons.

Furnishings: Furnishings in the media center should have the following qualities:

Comfortable as well as Functional -- What is comfortable for one student may be awkward for another. For example, a beanbag chair may be perfect for one student but impossible for another to even get in and out of; a padded chair may give one student needed support for

working but be so relaxing as to put another to sleep. Some students work easily at tables; others need to spread out on the floor; others may require sloping surfaces or specially designed work trays. Being able to get close enough to a work surface is a comfort factor affecting those in wheelchairs.

Carpets can help create a home-like atmosphere, being especially comfortable for students who like to sit and work on the floor. It can cushion out harsh sounds which may interfere with activities. However, it must be a short pile weave with tight loops in order to allow for easy wheelchair movement and traction for crutches. Long pile shag carpets are like mud for students confined to wheelchairs and can trip up students on crutches.

Sturdy - Furniture must be sturdy enough to support an imbalance of weight so that the student who sits off-center on a chair or needs to lean for support on a chair, table, or bookcase will not topple over.

Durable - Both you and the students will be more comfortable not worrying about furniture breaking or collapsing. Items should be strong enough to withstand nonconventional usage and still retain their function and pleasant appearance. Durability relates to colors which will not show dirt, fabrics which do not show wear, paint which

adheres well to surfaces, plastics which do not crack, wood which does not splinter and scratch. Fragile furniture is a barrier that inhibits most kids. It can be a strong source of embarrassment to a student who has difficulty with fine motor movements, mobility, or bulky equipment such as braces.

Versatile - You should be able to move the furniture in your media center to accommodate changing needs. Tables should be designed so that they can be moved together or apart. They should be light enough so students can make the changes. Having some chairs and tables with adjustable height and angle control will help meet varying needs of students to get in close and at the right angle to their work. Apronless tables are needed by students in wheelchairs so that they can move in close. If all your tables are apronless, a change in furniture arrangement will still give wheelchair students options. Items such as cubes and boxes can serve as chairs, footstools, tables, or storage, letting the students decide the function of the item according to needs which arise.

Areas: Create different environments by arranging furniture and decorations for specific activities. Some areas will need more stimulating colors, textures, posters, mobiles, etc. Others will need to be more subdued. Have areas

where lighting can be adjusted, possibly shut off, for listening concentration. Arrange other spaces that lend themselves to audio-visual presentations. Areas can be created in relationship to special features: A fireplace may lend itself to quiet conversation or small group discussions; an old bathtub may be a place for reading or listening to tapes. A loft could be a primary reading area or used for storytelling. In lower grades you may want to create small interesting spaces within spaces. Examples include: an Indian tepee, a ship's hold, a log cabin. Remember to adapt these special feature areas for maximum accessibility: a ramp up to the loft area, special handles or supports for getting into the "reading/ listening tub", a hinged or movable wall to allow wheelchair access into the log cabin, etc.

Temperature - Be conscious of maintaining a constant temperature that is comfortable for students. Less active students may be cooler; think of their needs before opening windows. While a cooler room may keep some students awake, it could jeopardize the health of a student who is more susceptible to illness.

In order for handicapped students to have the most independence in the use of the media center, shelves and storage must be clearly labeled using large tactile and/or 3-dimensional letting, color codes and symbols. In some cases braille labels may be necessary. Directions and instructions

for usage should be in a variety of formats: large clearly legible signs, easy to read at varying heights; illustrations, diagrams, maps of the center; recorded information. Students should be made aware of all changes and helped in their adjustment -- new guides, orientation, etc., may be necessary.

> The symbol of access is used to indicate accessibility for use by the handicapped, however, it is good to remember that better access for the handicapped is better access for everyone. (Ruark and Melby, p. 50)

Having a media center that is accessible to all students, in every sense of the word, is a concrete statement of your commitment to mainstreaming.

CHAPTER 10, INTRODUCTION TO SPECIFIC HANDICAPPING CONDITIONS

There is no such thing as a "typical" handicapped person. In writing this manual we have attempted not to place stigmatizing labels on people. We have emphasized that media specialists must be aware of the prejudices and injustices that are perpetuated when people are labeled, categorized and stereotyped. People have handicaps...they are not the handicap itself.

The following sections are not attempts to describe people with handicaps nor to prescribe ways to work with them. Under each heading some examples of general characteristics have been provided to serve as guidelines. Some of these may apply to the specific individual's handicapping condition. There are variations within each category that are dependent upon the individual. For the best possible understanding you must get to know the student personally and work with his or her special education and classroom teachers to determine specific needs.

P.L. 94-142 for legal and legislative purposes has defined "handicapped children as being mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multihandicapped or having specific learning disabilities, who because of those impairments need special education and related services." We are addressing the following sections of this book to those specific handicapping conditions. Under each section a definition is given, however the definition in no way completely describes any particular student. Variations will occur be-

cause of the following factors:

-Degree of impairment

-Length of time person has had this condition

-Individual's response to being handicapped and particular way of coping

-Type and extent of treatment

-Whether condition is progressive, whether it is terminal

-Age at which person became handicapped

-Age of detection

-Trauma associated with condition

-Personal and social life (Peer relationships)

-Individual's expectation for self

-Parental expectations

-Educational experiences

-Personality of individual...

-etc.

Most of the problems that handicapped people face come not from the handicap itself but from the reaction of other people to them. They are treated differently when there is no reason. They are viewed with suspicion and discomfort because of a lack of understanding on the part of others. Handicapped students are kids--no better, no worse-than others. They should not be expected to act like adults--to be more patient, understanding, and stoic than any other kids their age. Nor should

they be treated like babies--talked down to, restricted, denied the power to make decisions concerning their own lives, not consulted on matters that effect them.

The way people look or function physically is not indicative of their ability to think and feel. Blind people are often shouted at as if they were hearing impaired, people with cerebral palsy are treated like they are retarded and retarded people are often treated like babies or animals who are unaware of people's rude remarks and behavior.

Focus on the person, not on the handicap. Handicapped young people are sometimes referred to as "challenged children". As a media specialist you should join them in their challenge. The following apply to all handicapping conditions:

--Include handicapped students in all activities.

--Encourage handicapped students to take leadership roles.

--Apply the same disciplinary rules to all students.

--Encourage handicapped students to answer questions themselves about their handicaps.

--Be a model for students in relating to handicapped students.

--Try to be consistent with classroom teachers, programs of discipline, instruction, etc.

--Students' needs for exploration and independence must be balanced with sound safety practices.

--Design a plan to insure that handicapped students can be quikcly evacuated from the media center and school in an emergency.

--Check with students to make sure they are comprehending; do not rely on appearances, expressions, etc.

--Encourage expressional activities.

--Provide multi-sensory experiences with a wide variety of materials and formats.

--Provide plenty of hands-on experiences.

--Consult with special education teachers.

--Challenge but do not frustrate (P)

--Show interest and support by maintaining eye contact. (P)

--Give student enough time to perform adequately.

CHAPTER 11, LEARNING DISABLED

page

Characteristics 133

Services 134

Instruction 134

Collections 135

Equipment 136

Facilities and Environment 138

CHAPTER 11, LEARNING DISABLED

Characteristics

The general characteristics of the learning disabled student are extremely varied.

> In testimony about public law 94-142, one congressman noted that there are 53 basic learning disabilities identified by research, that one person has identified 99 minimal brain dysfunctions, and that, "no one really knows what a learning disability is." (Coyne)

Public Law 94-142 defines learning disabled children as:

> Those children who have a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which disorder may manifest itself in imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.

Learning disabled students, by definition, must have an IQ of 90 or above, thus ruling out retardation as a factor in their learning problems. They must have a problem in one or more academic areas, documented over two or three years. Every student who does poorly in a subject does not have a learning disability. Learning disabilities are difficult to detect and diagnosis should be left up to experts.

However, if you have a student with a learning disability using the media center, you will want to familiarize yourself with the specific characteristics and needs of that student. A good way to do this is to go through some activities simulating the way that student functions. Ask the student's special education teacher to design these experiences for you. Some examples for specific disabilities are: copy a printed page using your left hand (visual/motor) or try to read a page as it is reflected in a mirror (visual).

The specific disorders of learning disabled students may lead to problems with social interaction, lack of organization, confusion, frustration, difficulty following instructions and completing work. Such students easily become discouraged.

Although the characteristics of learning disabled students may be varied, the needs of these students are more uniform. They all have a need for quality individualized instruction. Through such instruction they can be taught to cope with their disability and to function effectively.

Services

--Develop programs for training tutors to work with students with learning disabilities.

--Develop programmed instruction; learning activity packets, etc.

--Provide in-service for understanding learning disabilities.

--Prepare handouts, diagrams, charts for students to follow during presentations (highlight important points, illustrate, etc.).

Instruction

--Emphasize important points by underlining, color highlighting, repetition, etc. Summarize at beginning and at end. Give students summaries, outlines, lists of main points, vocabulary sheets, etc.

--Make sure you get and keep students' attention while giving directions.

--Stand or sit close to student; arrange seating so there are few distractions between you and student.

--Use visuals for all presentations: transparencies, posters, diagrams, etc.

--Use a variety of formats for instructing, practice, review and testing.

Collections

In determining effective teaching materials, it is important to try materials on hand. If these are not as satisfactory as desired check with your resource room teacher for supplementary materials which could be incorporated into the media center.

Books:

--High interest/low vocabulary materials; relevant illustrations

Magazines:

--High interest/low vocabulary formats; good source for visuals which support text

Newspapers:

--No unique needs are identified

Filmstrips:

--Sound filmstrips usually very effective

--Silent, captioned filmstrips need to be screened to determine level of vocabulary and whether information is conveyed by visual alone

Movies:

--Interest levels of the students can be addressed even if student has difficulty reading

--8 mm very effective as the content and concepts are presented visually

Audio tapes and discs:

--These can be effective if used with visuals

Slides and transparencies:

--Can be effective teaching media as they are usually accompanied by a discussion. Visuals should be used to reinforce audio

Programmed materials:

--Provide positive, immediate reinforcement

Graphics, posters, map globes:

--Effective if individual copies are provided for students to follow during presentations whenever possible

Games, toys:

--Work with students to determine which items are effective

Models, sculpture and specimens:

--Use with presentations allowing hands-on experience

Equipment

There are several audio-visual equipment items that help media specialists provide for the individualized instruction of the learning disabled student. These pieces of equipment include:

Borg-Warner System 80

--This is a programmed teaching machine that includes a series of programs for development of skills in grades 1-6.

Magnetic Card Readers

--With these machines the student reads information on a card, records his response, listens to the correct answer recorded on the instructor track and compares for accuracy and reinforcement. Pre-recorded programs are available as well as blank cards.

Spellbinder

--This is a desk-top console that lights up when students select correct answers from activity cards which have been inserted into the machine. Includes programs for reinforcing basic skills in reading, language and math.

Digitor

--This device allows students to work mathematical problems at their own level and speed.

Electronic Keyboard Devices

--These instruments allow students to practice mathematical concepts and develop vocabulary skills. They include brand name items such as, Little Professor, Dataman, Spelling B, Speak and Spell and First Watch.

Typewriters

--These are especially helpful for students with visual/motor problems which make writing difficult.

Calculators

--These help students who confuse numbers, columns, etc., in doing mathematical calculations.

Tape recorders

--Useful for taking notes. They also can be used as learning devices when used with headphones in study carrels which reduce visual distractions. Student can use at own pace and replay material as needed.

Facilities and Environment

--Identify a study area removed from the main flow of traffic. Limit auditory and visual stimulation in this area (i.e. posters, displays, mobiles, etc.)

--Have a sufficient number of wired study carrels

--Keep signs and labels clear and concise. Include picture symbols. Too many signs are more confusing than helpful.

CHAPTER 12. SPEECH IMPAIRED

	page
Characteristics	139
Staffing	139
Services	140
Instruction	140
Collections	141
Equipment	141

CHAPTER 12, SPEECH IMPAIRED

Characteristics

A speech impaired study by definition in P.L. 94-142 is one who has "a communication disorder, such as stuttering, impaired articulation, a language impairment, or voice impairment which adversely affects... educational performance." The speech impaired student's disability is generally limited to oral reproduction of speech and does not necessarily impede the learning process. This student is capable of using the existing audio-visual equipment and facilities of the media center without modification.

However, even a minor speech or language problem can effect a student's ability to communicate. It may be a source of embarrassment in relating to peers and thus limit a student's social and personal life. This can cause emotional and behavioral problems. Students may also be reluctant to ask questions, ask for help, or participate in discussions.

Students with severe language/speech problems not only have trouble expressing themselves, but also understanding others. Their preferred method of communication and understanding is visual, using actions, gestures and pictures. These students are easily distracted both visually and auditorally. In this case, modifications made for learning disabled students would also apply to speech impaired.

Staffing

--Be encouraging to these students giving them opportunity for expressing themselves.

--Listen attentively, patiently and let them finish their statements. (Do not fill in words and ends of sentences for them). (Peachs, p. 1)

--Accept the student as a worthy individual, non-fluencies and all.

--Speak distinctly at a normal rate to provide a model and be sure students understand what is said, especially directions. (Smith and Bentley, p. 29)

Services

--Design visuals to accompany audio presentations.

--Schedule times and places for students to work undisturbed and free from distractions.

--Schedule activities with small groups where students might be less inhibited about expressing themselves.

--Design activities where success is not dependent upon language/speech development (i.e., mime).

Instruction

--Build upon the student's language strengths and provide opportunities for success in language production. (Smith and Bentley, p. 29)

--Use language in all activities. (Peaches, p. 2)

--Expand student's language by using synonyms and a variety of descriptive words. (Peaches, p. 2)

--Use open-ended questions requiring more than "yes" and "no" answers. Allow time for students to answer. (Peaches, p. 2)

--Challenge but do not frustrate. (Peaches, p. 2)

--Express ideas in a variety of ways. (Peaches, p. 2)

--Use different words if student looks bewildered. (Peaches, p. 2)

--Let students use a puppet or "microphone" as a prop. This technique may lessen inhibitions and provide security to express themselves.

--Introduce concepts and vocabulary prior to presentations. (Peaches, p. 11)

--Use flannel boards for building vocabulary, sequencing, and concept development. (Peaches, p. 12)

Collections

--Use audio-visual combinations to reinforce language development.

--provide materials for developing communication skills.

Equipment

--Combinations of audio and visual are most effective.

CHAPTER 13. PHYSICALLY HANDICAPPED

page

Characteristics 142

Staffing 143

Services 143

Instruction 144

Equipment 145

Facilities and Environment 145

Collections 149

CHAPTER 13, PHYSICALLY HANDICAPPED

Characteristics

Physically handicapped students are those who are orthopedically or other health impaired to a degree which interferes with educational performance. This category includes any impairment which adversely affects mobility, limits strength, vitality or alertness or restricts manipulative ability. These conditions may be the result of injury, birth defects or due to chronic acute health problems such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia or diabetes.

Students with mobility problems will have the equipment they need to get around--wheelchairs, braces, crutches, walkers, canes, casts. Your concern as a media specialist is making sure that the media center does not contain barriers (physical or psychological) which will restrict the usage of such aids.

Beyond mobility restrictions the media specialist must consider the student's ability to handle and manipulate materials and equipment. Particular emphasis on independent usage may necessitate modifications in storage accessibility and equipment adaptation. Special equipment will only be needed if the student has limited use of upper extremities. Consult with special education teachers or physical therapists on meeting the unique needs of these students.

Physically handicapped students may be educationally and socially delayed because restrictions have limited their environment and/or

experiences. They may have difficulty with interpersonal relationships because of limited involvement with peers. They may have spent most of their lives in institutional settings or confined to their homes. Weight may be a problem because of lack of exercise. Much of their learning may have been of one mode such as reading and may need to be balanced with hands-on experiential learning. Some students with severely crippling conditions have had to contend with rejection, prejudice and personal injustice due to their physical appearnace. Make involvement in the media center a positive, non-competitive, success-oriented experience that will meet the psychological as well as physical needs of these students.

Staffing

--Familiarize yourself with procedures to follow when chronically ill students have seizues, attacks, etc., while under your supervision.

--Find out how best to help a student in a wheelchair or braces who falls.

--Find out if student can or should be removed from a wheelchair, and if so, what alternative seating (chairs, bean bags, pillows, etc.) is acceptable.

--Do not allow peers to push a student's wheelchair, (Peaches, p. 13) unless special arrangements are necessary. Consult special education teacher.

Services

Processing:

--Heavy duty binding and reinforcement for students with agility

problems.

--Mount items for students who can not work flat on a table or floor (i.e. maps, pictures)

--Adapt packaging: add handles or tabs; reinforce; attach loops to items to be placed on higher shelves (use pole to get items down)

--Color code labels so students can tell format, level, and subject of item without having to remove it from the shelf and examine.

--Substitute or adapt game markers making them substantial and easy to grasp.

Special Events (field trips, workhops, fairs, etc.)

--Plan ahead so that arrangements can be made for transportation and full participation for physically handicapped students.

Instruction

--Do not isolate less mobile students by conducting group activities in areas inaccessible for them (story wells, raised platforms, etc.)

--Allow students sufficient time to select media and gather materials and supplies. Their independence is more important than a tight time schedule.

--Pair physically handicapped students with students who can operate equipment and turn book pages, etc., if they cannot do it themselves.

--Conduct activities with students sitting in chairs around wheelchair-bound students, so that peers are not always lower (sitting on floor) or higher (standing). Interact with physically handicapped students at eye level as often as possible.

Equipment

Easicorder:

--Tape recorder designed for note-taking for severely physically handicapped

Electric typewriter with keyboard shield:

--Especially helpful for student with limited fine motor ability.

Automatic and "Easy to operate":

--Auto load 16 mm; cassette as opposed to reel-to-reel tape; 8 mm film loop...

Automatic page turners:

--For severe arm and hand disability

Adaptations:

--Change controls to gross motor operation (large knobs, buttons, levers) for students with limited fine motor ability. (see Chapter 8, Equipment)

Facilities

Media Center:

--Central location on the first floor allows for easy access by all students.

--Should be an attractive open atmosphere that would appeal to those who spend much of their time at home.

This should include:

--windows 18" from the floor to allow wheelchair students the opportunity to easily see out

--Doors should be wide enough to allow wheelchair access.

The width of the doorway must be 32" clear opening. This allows 5" for hands to manipulate wheelchair (average adult wheelchair is 27" wide). The doors ideally should have an electric eye or pressure sensitive mechanism in the floor, to open automatically without the student having to pull the door open and operate the wheelchair at the same time. Manual doors should open with a single effort.

--Ramps should be provided instead of steps as the braced student, as well as the wheelchair student cannot negotiate steps. The angle of the ramp should not exceed 30^{0}. Ramps that are too steep prevent the wheelchair student accessibility.

--Thresholds or door sills should have metal strips with gripper edge to provide level entrance to the cneter. See the following for detailed specifications: Places and Spaces: facilities planning for handicapped children Barbara Aiello, ed. CEC. Into the Mainstream: A Syllabus for a Barrier Free Environment by Stephen A. Klinent.

Shelving:

--There should be at least 30", preferably 60", between stacks.

--T-base aisle shelving should be used, to allow wheelchairs to fit up to the shelves easily.

--Shelving should be no higher than 5' to allow chair and brace bound students to reach media. Floor level shelves may be inaccessible to some students.

Furniture:

--The following table sizes and requirements will enable a wheelchair bound student the opportunity to fit the chair close to the table:

--Primary tables should be 23" high, apronless, and without pedestal support base.

--Secondary tables should be 29" high, apronless, and without pedestal support base.

--All or most tables should accommodate wheelchairs, giving students choices of where to work.

--Arrange furniture so that students have space enough to move around. Wheelchairs, crutches and braces require room to maneuver.

--If there are several wheelchair students in the school, fewer chairs are needed around tables, allowing for the extra space wheelchairs require.

--Chairs should be sturdy and well-balanced.

--Standing tables allow students in braces to stand with support; they should be placed throughout the center.

--Carrels should be 48" in width to accommodate wheelchairs.

Card Catalogs:

--They should be one section high with 16" base for easy access from a wheelchair or for student with braces or crutches.

--Pedestal base should be avoided.

Storage:

--Software

Open bins or shelves are preferable to cabinets and drawers.

Low bases without crossbars are preferable.

--Hardware

Large items should be placed on low carts for easy lifting or for use from a chair

Small items should be on open shelves or tables.

--Periodicals

Vertical holders should be a maximum of 5" high.

--Microfiche/film readers should be placed on tables of appropriate height.

--Work areas

Low apronless counters are preferred

Sink should have no cabinet below and a drain at the back.

--Pamphlets, pictures, clippings, etc., should be stored in lateral files.

Temperature:

--Temperature should remain fairly constant and drafts or extreme changes in temperature should be avoided. Students in wheelchairs or who are physically handicapped in other ways may not be able to move away from drafty areas easily. Chronically ill students may have low resistence to colds, etc.

Special Features:

--If a turnstile is needed in the entranceway, an alternative entrance should be placed immediately beside.

--Carpeting should be short pile weave with tight loops and non-skid materials to allow wheelchairs, braces, and crutches, ease of movement, at the same time providing some friction to prevent slipping. Carpeting cushions falls.

--Lever handles should be used when possible so that students with poor hand mobility or limited strength may open doors independently.

--Two way doors should be light weight with see-through sections.

--Furniture and shelving should be sturdy and well-balanced because lack of motor control may cause spilling or tipping.

--Display tables should have non-slip mat or covers. (Peaches, p. 9)

Collections

Books, Magazines, and Newspapers:

--Standard materials are usually appropriate.

--High interest/low vocabulary are appropriate for students who are educationally delayed due to difficulties in gaining normal living experiences with the environment.

--Tearproof books may complement the collection.

--Books may be rebound in spiral binders for ease in turning pages and lying flat.

Filmstrips, Movies, Audio-Tapes and Discs, Slides, Transparencies:

--These can be especially effective if students are educationally delayed, enabling them to enjoy high interest materials without interference of reading difficulty.

--These provide vicarious experiences for students limited in mobility and experiences.

Graphics, Posters, Maps, Globes, Games, Toys, Models, Sculpture, and Specimens:

--These items may be difficult to manipualte if they are: over-sized, flimsy, heavy, too small to grasp, fragile.

--Many items can be modified to facilitate use, for instance,

a) laminate maps, posters, etc.

b) substitute larger playing pieces for small or flat pieces.

c) provide trays to hold puzzle pieces. (Peaches, p. 3)

--Pair students when the size or nature of an item prevents comfortable or effective use by the physically handicapped.

CHAPTER 14, EDUCABLE MENTALLY RETARDED

	page
Characteristics	151
Staffing	151
Services	152
Instruction	152
Collection	153
Equipment	153

CHAPTER 14, EDUCABLE MENTALLY RETARDED

Characteristics

Educable mentally retarded students demonstrate mild to moderate delays in language, living, social and academic skills. Learning occurs at a fairly even but less rapid rate than with most children. Academic and vocational needs parallel those students in the regular curriculum.

"Mental retardation is not necessarily a permanent condition." (Smith and Bentley, p. 21) About 75% of mental retardation is due to psychological, socio-environmental, and/or unknown reasons other than biomedical causes, indicating that most retardation may be treated if not prevented. (NEA, pp 8-9) Most retarded students are educable.

In working with educable mentally retarded students, the media specialist would view them as delayed in areas of development, behind their peers on an academic continuum, not on a different track altogether. Apart from a slower rate of learning, EMR students should be able to use the media center as it is designed for all students.

Staffing

--Praise for attempts, good social behavior, and appropriate participation. (Peaches, p. 2)

--Model acceptable behavior.

--Use consistent visual cues with consistent verbal instructions. (Peaches, p. 14)

--Routinize media center activities and procedures.

--Know the student's abilities.

Services

--Keep rules and procedures simple, clear and consistent.

--Reinforce rules, procedures and orientation information over time.

Instruction

--Utilize multi-sensory approach for teaching single concept; Avoid drill. (Smith and Bentley, p. 22)

--Provide practical, concrete, first-hand experiences as often as possible. (Smith and Bentley, p. 22)

--Gear activities to students' abilities and interests, not chronological age. (Peaches, p. 2)

--Use simple, consistent directions; (Peaches, p. 2) increase number of directions gradually. (Peaches, p. 14)

--Give students ample time to complete tasks. (Peaches, p. 2)

--Model an action consistently, (Peaches, p. 14) as when demonstrating equipment operation.

--Repeat instructions and lessons as applicable.

--Allow student to direct pace of instruction and practice activities.

--Break down tasks into small components. (Peaches, p. 1)

--Plan for repetition over time, enabling students to maintain previously learned skills. (Smith and Bentley, p. 22)

--Design activities that emphasize student's stronger learning modality but that also strengthen modalities that are weak. (Smith and Bentley, p. 22)

Collections

--Standard collection suitable.

--Emphasis on high interest/low vocabulary items.

Equipment

--Attention span determines use of equipment (Length of film, number of operation steps, etc.) (Peaches, p. 15)

--Encourage students to spend equal time with equipment designed for group usage and equipment designed for solitary usage.

--Make rules for equipment operation brief and clear, and urge independent usage.

--Select more automatic items for use with EMR.

--Modifications and adaptations designed for use with students with other handicapping conditions can be used with success by EMR: large print, large functional control buttons and knobs, etc.

CHAPTER 15, TRAINABLE MENTALLY RETARDED

Characteristics

In order to attend public school TMR students must be able to:

--get along in class

--minimally care for themselves

--have some ability to communicate either by speech or gestures. "Most children over 6 years with I.Q.'s of 30 and above qualify unless they are dangerous to themselves and/or others or engage in disruptive behavior." (Smith and Bentley, p. 25)

These students demonstrate significant delays in language, living, social and academic skills. Most of these students have additional physical/perceptual problems and are therefore considered multiply handicapped.

The instructional goals for the TMR are primarily to teach social and vocational skills such as "self-care, self-protection, social adjustment in the home and neighborhood, and economic usefulness..." (Smith and Bentley, p. 25) Reading can be taught to the more capable for use in leisure time activities. Others are taught survival vocabulary such as how to read signs in work and community situations.

The media center can be an important resource for developing leisure skills. The special education teacher will work very closely with the media specialist to structure time and activities in the media center. The center can also be a place to "learn to share and take turns, obey commands, follow instructions, and sense the feelings of others." (Smith and Bentley, p. 25) Students can learn responsibility when assigned

simple tasks and entrusted to carry out certain functions.

Staffing

--Praise for attempts, good social behavior, and appropriate participation. (Mentally Impaired, p. 2)

--Model acceptable behavior.

--Use consistent visual cues with consistent verbal instructions. (Mentally Impaired, p. 14)

--Routinize media center activities and procedures.

--Know the student's abilities.

Services

--Reinforce books and magazines.

--Dry mount and laminate pictures, gameboards, etc.

--Help special education teachers produce single concept learning materials.

--Keep picture files.

Instruction

--Limit length of activity. (Physically Handicapped, p. 8)

--Acknowledge participation. (Physically Handicapped, p. 8)

--Acknowledge approximations of appropriate responses. (Physically Handicapped, p. 8)

--Provide for a variety of responses based on individual skills and needs--point, verbally identify, signal. (Mentally Impaired, p. 8)

Collections

Books:

--Primary and preschool levels are usually most appropriate but students should not be limited to these. Higher level books may have illustrations which interest students (i.e., nature books with animal pictures). Some will read; others will enjoy being read to; others will enjoy the pictures.

Magazines:

--Similar needs as with books

Newspapers:

--Not usually an effective format except possibly for some comic strips.

Film Strips

--Preschool and primary level materials are very effective, especially those dealing with general life experiences. Most effective with sound in color.

Movies:

--These are similar to filmstrips in effectiveness.

Audio Tapes and Discs:

--Especially effective in teaching music appreciation and story listening skills.

Slides and Transparencies:

--Not usually an effective teaching medium.

Graphics, posters, maps and globes.

--Dependent on goals and level of materials used; single concept, uncluttered, colors more effective.

Models, sculpture, specimens:

--Effective teaching media, but dependent on the level of children, the goals of the lesson. Allow students to touch, hold, manipulate.

Equipment

--Students can learn to operate simple equipment or be paired with other students.

--Audio-visual combinations are best.

--Cassette tapes and record players are effective for listening to music.

CHAPTER 16, VISUALLY IMPAIRED

page

Characteristics 158

Staffing 160

Services 161

Instruction 162

Collection 163

Equipment 166

Facilities and Environment 168

CHAPTER 16, VISUALLY IMPAIRED

Characteristics

Visual impairments range from mild restrictions to total blindness. Special services, such as itinerant or resource teachers and specialized equipment, are available for students who are visually limited or blind.

> A child is generally considered eligible for special services of a resource or itinerant teacher if his measured visual acuity is 20/70 or less in the better eye with corrective lenses: in other words, if what he can see at 20 feet is not more than what a person with normal vision sees at 70 feet. Children who have a measured visual acuity of 20/200 or less in the better corrected eye or who have a visual field of no greater than 20 degrees are classified as legally blind (a definition originally created to determine eligibility for public assistance). However, many of these youngsters are actually visual learners, some even functioning well with regular print.
>
> Children with field defects may have an inability to see peripherally or may have 'blind spots' in their visual fields.
>
> It is important, too, to be aware of the fact that visually handicapped children differ in their ability to use their vision. Two children may have the same measured acuity, but one may rely on his other senses to perform the same tasks that the other child does by sight. These individual differences must be respected.

> Another consideration is the type of visual impairment, which is also a major factor in the child's visual functioning. With some eye disorders vision may actually fluctuate and even stable visual conditions may be temporarily influenced by factors such as lighting, fatigue, and emotions. The resource or itinerant teacher will discuss with you the specific needs or limitations related to your child's visual impairment. (Corn and Martinez, p. 4)

Educationally, the most important distinction to consider is whether a student, however he or she is classified, can be taught to read regular or large type print, or whether that student must be taught using means that do not involve sight. MOST CAN READ PRINT!

It is easier to assess the needs of the student whose vision is severely limited. It is correct to assume that the student is receiving very little information visually about his environment. Therefore, information must be presented in auditory or tactile formats.

Assessing the educational needs of students whose vision is blurred or incomplete is more difficult. It <u>appears</u> that the student understands the pictures in the workbook about which questions are being asked. It <u>appears</u> that the student is following the intricacies of play in a game. It <u>appears</u> that the student is able to travel safely at school and in the community. These students demonstrate the use of their vision regularly. but it is very difficult to determine how much or how well they are actually seeing.

For example, a student describes a picture in a book: she sees a dog sitting and a girl standing. However, she does not see the dog begging

or the cookie in the girl's outstretched hand. She misses the subtle information necessary for comprehending the picture. This is not an unusual situation; it demonstrates how functional vision can be unreliable educationally.

Staffing

--Beware of non-verbal communication. (Ruark and Melby, p. 8)

--Explain visuals as they are used.

--Allow students to sit where they can make the best use of their vision. Make sure that the location does not hamper their hearing or block the view of other students.

--Feel comfortable using words such as "see" and "look".

--Use verbal cues; state student's name to get his or her attention; state your name, if necessary for recognition.

--Be sensitive to a student's unwillingness to use special appliances in front of peers. Take steps to lessen stigma and encourage use.

--A totally blind student or students with severe visual impairments may exhibit certain mannerisms like head swaying and habitually looking down. Be consistent with other teachers' (resource, itinerant, classroom) methods for dealing with this behavior.

--Encourage student to move about the media center to obtain materials and visual information. Students will know their own needs and develop ways of compensating for visual limitations. (Corn and Martinez, p. 5)

--Allow students to hold material close to eyes.

--Plan and encourage for hands-on experiences.

--A student's best vision may not be achieved by looking directly at a person or material. If peripheral vision is best, be aware that a turned away face may not be a sign of inattention. (Peaches, p. 1)

--When guiding visually impaired students allow them to hold onto your elbow (or wrist if they are shorter) and let them follow you.

Services

--Label or code shelves, materials, equipment, and equipment controls with large type print, 3-dimensional or tactile letters, or Braille if necessary. (A braille label maker is available from the American Foundation for the Blind)

--Develop a system for students to locate you or to get your attention if they are unable to see you. A bell? A light?

--Make orientation an on-going process presenting information in a variety of formats.

--Make a simple relief map of the center (glue or perforated lines).

--Pair a sighted student with a visually impaired student when a new environment or experience could cause confusion or danger to student (field trip, etc.).

Production

--outline copies of diagrmas, maps, simple concept pictures, etc. with Elmer's glue or use a sewing tracing wheel on back to perforate lines.

--Make duplications in black ink whenever possible. Photocopy or give originals to visually impaired student rather than a ditto copy. The ditto master may also be given to the student; it is usually darker and more legible. (Corn and Martinez, p. 15)

--Use large print typewriter.

--Produce single concept slides, i.e., large letters of alphabet, vocabulary words.

Instruction

--Whether or not the student uses appliances or adapted materials, the visually impaired student will require longer work periods to complete the assigned lessons. Time and a half is usually considered acceptable. (Corn and Martinez, p. 15)

--As the student may demonstrate eye fatigue, assignments need to be evaluated on the amount of repetition required for mastery.

--Do not assign excessive (or unnecessary) reading. (Ruark and Melby, p. 8)

--Use concrete example. (Peaches, p. 16)

--Introduce one concept at a time. (Peaches, p. 16)

--Do not stand with your back to a window. Glare and light will silhouette what you are doing. (Corn and Martinez, p. 13)

--Allow students to assist in doing demonstrations or to handle materials before or after demonstrations. (Corn and Martinez, p. 13)

--For a filmstrip with captions have a sighted student read them aloud.

--Have a sighted student with the same assignment read materials aloud to visually impaired students.

--In test situations, students should be able to write, type, dictate, or tape record their answers.

--If instructional materials need to be specially adapted (Brailled, tape recorded, etc.) give copies to resource or itinerant teacher as far ahead of time as possible. (Corn and Martinez, p. 14)

Collections

Books:

--See Chapter 7, The Media Collection, for legibility considerations.

--Regular print is usually appropriate as is, or with appliances for magnification.

--Large print (synonymous with primary type) is most frequently used. However, beyond the 3rd grade, not all curricula are available due to high cost of production. Large print book are now available in standard sizes, rather than the oversized format used earlier. They are easier to handle for younger students and less obviously adapted materials.

--Braille materials are available through the vision specialist serving the student.

--Reference books may present difficulties because of small type. They are often too large and expensive brailled, in large type or to tape. (Henne, p. 37)

--Some metropolitan areas have volunteer services available for

limited production or adaptation of materials.

Magazines:

--Regular print is usually appropriate as is, or with appliances for magnification.

--Large print and brailled editions of many magazines are available through the Library of Congress.

Newspapers:

--Regular print is usually appropriate as is, or with appliances for magnification.

--Local PBS radio stations are very effective sources for local and national news. Broadcasts may be taped for later use (see Appendix A , Copyright Considerations)

Sound Filmstrips and Movies:

--Sound filmstrips and movies may be effective if essential information is conveyed via soundtrack. Thus, if students are not able to see all or any of the visuals, they will receive the information required to comprehend and respond to questions.

--Additional information can be conveyed to visually impaired students if they are paired with sighted students who explain necessary parts.

--Discussion needs by visually impaired students to understand item may be helpful for other students as well.

Silent Filmstrips and Movies:

--Partially sighted students may be able to comprehend information presented if captions are read aloud and if discussion supplements.

--Silent moves are not usually effective except with students with milder visual impairments.

--Rear screen projections allow student to view more closely.

Audio Tapes and Discs:

--Tapes and discs are very effective learning media for the visually impaired student, and are relied upon heavily throughout the student's education. However, listening alone is often an incomplete experience.

Slides and Transparencies:

--Standard usage, projection on a large screen for group viewing, is not usually effective. Rear screen projection is preferred. Often as the projection becomes smaller, it becomes clearer.

--Make prints from slides or copies of the transparencies for the student to use as the group watches the screen.

Graphics, posters, maps and globes.

--single concept, clearly outlined or delineated areas are essential.

--Braille formats are occasionally available. However, research shows that these media are not effective learning aids for visually impaired students who likely have difficulty understanding abstractions involved in map and globe reading.

Games and Toys:

--Occasional modifications for clarity may be helpful, i.e., dark outlines, etc.

--Braille and large print editions are available for most common games.

Models, Sculpture, and Specimens:

--These need to be available for handling. The tactile sense is a valuable learning mode for items more intricate than the students' vision can ascertain.

Materials and Supplies: (Corn and Martinez, pp 8-10)

--Felt tip pens: black in varying widths to produce bold letters or diagrams; colors to highlight.

--Acetate: Usually preferred in yellow, placed over printed page, will tend to darken the print itself as well as heighten the contrast of the background paper.

--Bold-line paper.

--Page markers and reading windows help students focus on words or lines of print.

--Sun visors and other shields.

--Raised line paper.

--Templates and writing guides: Make out of cardboard, plastic, or metal. Especially good for signing name.

--Bookstands bring work closer to eyes.

Equipment

Visually impaired students may need any of the following pieces of equipment to facilitate their educational success. The equipment chosen for or by the student should allow for the greatest amount of independence and efficiency of use for that individual.

--Talking Book Machines: Pre-recorded record discs and audio tapes are available to anyone who is blind. The Library of Congress is

the major, but not the sole, distributor of Talking Books and Talking Book Machines.

--Variable Speed Tape Recorders: These machines enable users to review information at varying speeds dependent upon individual needs.

--Closed Circuit Television: This equipment will electronically enlarge printed materials onto a television screen. Contrast and brightness can be altered to improve viewing. Image can be reversed to white on black background. (Corn and Martinez, p. 11)

--Optacon (optical to tactile converter): A device about the size of a portable cassette tape recorder that converts print into tactile letters when a small probe is passed over a line of print.

--Slide Projectors: Teacher-produced slides can aid reading for visually impaired students by allowing them to view the alphabet and basic reading vocabulary in a size and brightness that most adequately meets their own unique visual needs.

--Magnifiers: There are several types of magnification instruments that can aid visually impaired students in reading print materials. One of the most efficient is the Milkstool which maintains a constant distance from the printed materials and requires that the student only move the device left to right.

--Microfiche Enlarger. A special lens will enlarge the visual image on the screen of a microfiche reader. However, poor contrast or insufficient lighting may nevertheless present problems.

--Brailler: This device can help blind students record information for their own or other blind student's use.

--Braille Slate and Stylus: This combination can be used to take notes in braille.

--Rear Screen Projectors: Allows students to get very close to the screen.

--Portable Cassette Recorders: Large range of uses for visually impaired student, i.e., note taking, recording for transcription, etc.

--Speech Compressors:

--Telescopic Aids: Small telescopes for viewing at a distance.

--Lamps with rheostates: Provide for variations in possible lighting (higher or lower intensities). (Corn and Martinez, p. 9)

(Other sophisticated hardware is available for use with visually handicapped students. However, cost is prohibitive. They are most often used in schools with high populations of blind students).

Facilities and Environment

--Doors and cupboards sould be all the way open or all the way closed. (Corn and Martinez, p. 8)

--Lighting: provide different areas that are highly illuminated and dimly lit. Students with visual impairments vary in their lighting preference.

--Provide necessary work or storage space to accommodate special materials and/or equipment. (Corn and Martinez, p. 6)

--An uncluttered floor plan is necessary.

--Students should be alerted to any relocation of furnishings.

Bulletin Boards and Displays: (Peaches p. 7 and 10)

--Use sharp contrasting colors.

--Use three dimensional objects when possible.

--Avoid straight pins and other protruding objects within students' height range. Staples and thumbtacks are less dangerous.

--Arrange some bulletin board displays to be tactually examined. Always remember the disadvantage of a visually impaired student in any process in which a model or a picture is used as an abstract of the real object.

--Discuss the changing of bulletin boards with students and let their verbal responses be part of the handicapped student's experience.

--Place hanging mobiles which come near the floor over the center of a table.

--Orient students to any object which is sharp or fragile. Demonstrate its position and placement.

--Arrange displays on tables so that low items are in front and high ones in back.

--Arrange items in categories.

--Keep similar objects separated so they can be distinguished.

--Describe items which cannot be distinguished without vision.

--Provide tape recorded tour using tactile clues to locate objects on a display table.

CHAPTER 17, HEARING IMPAIRED

page

Characteristics 170

Staffing 172

Services 172

Instruction 173

Collection 174

Equipment..... 177

Facilities and Environment 178

CHAPTER 17, HEARING IMPAIRED

Characteristics

This section combines the categories of deaf and hard of hearing. They are defined in P.L. 94-142 as follows:

> Deaf--a hearing impairment that is sc severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hard of hearing--a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf".

Students with hearing impairments vary considerably in degree of loss and their use of residual hearing, if any. Hard of hearing students are characterized by mild to moderate articulation problems and language delay. Students who are labelled deaf are characterized by severe articulation problems and language delay, and may be unable to understand spoken or written language and/or to express themselves at the level of their peers.

Being deaf is much more than simply not being able to hear. Mastering speech and developing (even being aware of) the language patterns that underlie written and oral communication are formidable tasks for the hearing impaired. Most of what deaf children learn is taught to them. They absorb or "catch on" to less information by themselves; they

experience a "lack of incidental 'overheard' learning." (Bardenstein, p. 1) It may be difficult for hearing impaired students to deal with abstractions and to make logical transferences of information from one situation to another. They are often isolated from their families, peers and their environment as a result of their lack of communication skills and understanding.

Hearing impaired persons have several communication options available to them. Besides utilizing residual hearing (they may hear sounds within certain ranges or be able to detect variations, etc., that serve as cues) and developing their speech, they may augment this with lip reading. However, lip reading is not sufficient for total comprehension.* Sign language is another option. However, finger spelling and handwriting are dependent upon basic language skills.

For media specialists, the most important consideration in dealing with hearing impaired students is encouraging all forms of communication: to express themselves verbally, through body language and signs, and through writing. To actively participate with their peers in activities, discussions, etc. Communication and interaction with others and the environment decreases the isolation of hearing impaired students and makes learning possible.

---

*40-60% of sounds in English are homophenous (they look like others). The best adult speech readers in a one-to-one situation understand only about 26% of the communication. Due to the lack of a language pattern base, a bright deaf child may understand only 5%. (Vernon pp 9-13)

Staffing

--Ask the student an occasional question to make certain he/she is following and understanding discussion, interaction, demonstration, etc. (Smith and Bentley, p. 29)

--Get down to face-to-face level when speaking; show interest and support by maintaining eye contact. (Peaches p.8)

--Articulate clearly with moderate speed. Avoid exaggeration, mumbling or loud speech. (Peaches p. 2)

--Speak to the side of the better ear.

--If sign language is the major mode of communication for a student, learn a few of the basic signs.

--Hearing aids pick up and amplify ambient (background) noise. Conduct conversations in quiet areas with this in mind.

--Make sure that the student is aware that you are about to give a direction, etc. It is helpful if the student can anticipate the nature of any communication.

--Encourage students to ask you to repeat statements they do not understand. Repeat once; then if still unclear, rephrase. (Smith and Bentley, p. 29)

--Face the light when you are talking.

Programs: Services

--Language difficulties can result in reluctant readers. Create incentive programs which will encourage reading.

--Develop programs to encourage expressional activities: puppetry, drama, mime.

--Production (Bardenstein, p.1)

--Captioning: Before captioning video productions consider the following:

1. Minimum of essential background noise or music in media.
2. No off camera narrator while showing talking face of another person.
3. No fast dialogues.
4. Minimum of transition between off and on camera speaker.
5. Moderate paced narration.

--Procedures:

1. Write captions under media on transparencies, slides, filmstrips or video tape.
2. Write captions on separate film/slide and project side by side simultaneously using two projectors.
3. Mount slides together (picture on one, caption on other)

--Create single concept materials: slides, filmstrips, 8 mm film loops, transparencies, etc.

--Reproduce maps that only feature single concepts (i.e., only physical features, state outline, etc.)

Instruction

--Use visual aids to help students make the associations necessary for learning. (Smith and Bentley, p. 29)

--Seat student for good visibility of you, activity, and other students. (Peaches, p. 2) Point to person who is speaking to help hearing impaired student easily locate speaker. (Peaches, p. 7)

--Do not stand in front of windows or bright lights when addressing student.

--Before discussing new material, list key vocabulary on handouts, board, overhead, etc. (Smith and Bentley p. 29)

--Use visual cues--captioned films, puppets, filmstrips, flannel board, pictures. (Peaches, p. 8) Use props to introduce vocabulary; use words that can be acted out.

--Present information, stories, etc. in a logical sequence.

--Be concise, precise, but comprehensive in your directions.

--Relax, smile, speak clearly and distinctly but do not exaggerate or speak too loudly.

--Demonstrate whenver possible.

--Provide multisensory experiences.

--Use hands-on experiences.

--Translate if necessary what student says to group. (Peaches, p. 8)

--Have written scripts for students to read while looking at visuals.

--Arrange seating and lighting so students can read captions or see interpreter. (Bandenstein, p. 1)

Collection (Bandenstein, p. 1)

--Media considerations for hearing impaired and deaf:

--action filled

--very organized and logical concept development and definitions

--majority of content and concepts shown rather than said.

--paced slow enough to allow time to read caption and see visual

--simple vocabulary and language structures (minimum of idioms, passive, negatives, complex sentences)

Books:

--Regular collection is generally appropriate.

--High interest/low vocabulary items will be effective for those whose reading skills lag behind their interest.

--In curricular areas, most programs employed for the deaf use a sight vocabulary approach as opposed to a phonic or linguistic based type.

--Reference Books: Because of limited reading skills, hearing impaired students may have difficulty utilizing reference tools.

Magazines:

--No special needs.

--Periodicals available that are intended for deaf audience.

Newspapers:

--No special needs

--Newspapers published by state schools for deaf around the country are available.

Periodicals and newspapers may have lower reading levels, but use many idioms, coined words and colloquialisms that may present difficulties for some students.

Filmstrips:

--Sound filmstrips may be effective if the student has some usable hearing or if the print and visual information provides

adequate information.

--Captioned filmstrips are usually very effective. The vocabulary should be within the students' skill level or new vocabulary introduced prior to viewing. Student can use independently at own speed.

Movies:

--16 mm movies need to be previewed with the sound off. This will determine if the information available through visuals is adequate to convey the information in the lesson.

--Captioned films for the deaf are appropriate for use. These can be acquired through the state school for the deaf, Bureau of Education for the Handicapped, or further information can be obtained from the Division of Vocational Rehabilitation, Deaf Department; and Gallaudet College.

--Video-tape can be captioned; avoid long dialgoues.

--8 mm movies and film loops are effective as they rely on visuals for essential information.

Audio Tapes and Discs:

--Not usually appropriate for learning unless sufficient amplification through headphones is possible.

Slides:

--An effective teaching media as they rely on vision.

Graphics, poster, maps and globes:

--Effective teaching media

Games and Toys:

--An effective teaching media if they rely on vision. If games are

based on sounds, as some phonic drill games are, alternatives should be offered.

Models, sculpture and specimens:

--Effective, allow hands-on experience

Transparencies:

--Easily made, stored, viewed by group

--Single concept

Equipment

--Amplification equipment:

--Headphones/earphones -- Check with specialist before using--with earphones hearing aids must be removed and consequently there is no way of monitoring the exact sound level. It is best to leave hearing aids on and utilize record players, etc., in same fashion as with hearing students. (Peaches, p. 15)

--Audio loops with wireless headphones--some will amplify through a student's hearing aid (check with specialist).

--Slide/filmstrip projectors; 8 mm loop projectors

--Students can use independently at own speed or repeat as needed.

Overhead projectors

--Allows presenter to face audience

--Projection light enhances face of speaker and makes lip-reading easier.

16 mm projector:

--Use for showing captioned films

Character generator

Use to caption video productions

Facilities

--Provide quiet listening and study areas free of distractions.

--Visual signals should be installed to augment bells and fire alarms.

CHAPTER 18, EMOTIONALLY HANDICAPPED

	page
Characteristics	179
Staffing	181
Services	181
Instruction	181
Collection	182
Equipment	183
Facilities and Environment	183

CHAPTER 18, EMOTIONALLY HANDICAPPED

Characteristics

An emotionally handicapped student is characterized by an inability to learn which cannot be explained by intellectual, sensory, or health factors and an inability to build and maintain satisfactory interpersonal relationships with peers and teachers. These characteristics are exhibited over a long period of time and to a degree that adversely affects educational performance. Other characteristics may include:

--inappropriate and immature types of behavior or feeling under normal circumstances

--variety of excessive behavior ranging from hyperactive, impulsive and aggressive responses to depression or withdrawal.

--tendency to develop physical symptoms, such as speech problems, pains or fears, associated with personal, social or school problems.

These students have difficulty learning because their behavior interrupts the learning process. Working with emotionally handicapped students should involve a thoughtfully planned and consistent approach by all teachers concerned. Emphasis should be on structuring activities for success and on developing strong interpersonal relationships with the student.

Remember that all students who demonstrate unacceptable behaviors are not emotionally handicapped. "Since there are few if any behaviors that exclusive to 'emotionally disturbed children' which are not found in so-

called 'normal children', it follows that children who exhibit inappropriate behaviors are individually 'mostly just kids.' Treat them as individual children." (Peaches, Introduction, Emotionally Impaired, p. 1)

The emotionally handicapped student may or may not express any of the typical behaviors while in the media center, depending upon his/her personal associations with it. The environment created by the media specialist is an important factor in making the student feel comfortable and will encourage a "normal" attitude toward the facility and the media program.

Staffing

--Make an extra effort to commend appropriate behaviors of both the student and his/her peers. (Peaches, p. 2)

--Provide a consistent reaction to inappropriate behavior which is non-reinforcing to the student (ignoring, removal or loss of privilege, etc.). (Peaches, p. 2)

--Recognize students' feelings and respond with flexibility and sensitivity, not oversensitivity. (Smith and Bentley, p. 32)

--Stress your role of "manager" in encouraging the student's independence and initiative and channeling the student's energies constructively. (Smith and Bentley, p. 32)

--Never cause a student to feel "cornered"; provide acceptable options for behavior. (Smith and Bentley, p. 32)

--Model appropriate behavior; be calm and controlled, do not shout...

Services

--Keep rules and procedures simple and clear.

--Establish specific rules for behavior (not just "be good!"). (Peaches, page 13)

Instruction

--Keep directions brief and clear.

--Have student repeat or write down directions.

--Require frequent student response or interaction. (Peaches, p. 12)

--Structure activities around student's interests.

--Keep activities short in legnth; limit waiting time or unstructured time between activities. (Peaches, p. 9)

--Pace activities: active followed by quiet. (Peaches, p. 14)

--Pair students with positive behavior models.

--Position student next to or near you.

--Plan activities within the ability range of student to avoid frustration.

--Ask open-ended questions and encourage verbal responses from withdrawn students.

Collections

Books, Magazines, and Newspapers:

--The standard collection is appropriate.

--High interest/low vocabulary items are helpful for students who are educationally delayed.

Filmstrip and Movies:

--Sound filmstrips, 16 mm films and 8 mm filmloops are especially effective as they enable students to manage material of interest without problems associated with reading and vocabulary delay.

--Captioned filmstrips need to be assessed for the adequacy of visual cues to convey information, especially where vocabulary is difficult.

Audio Tapes and Discs:

--These are very effective teaching/learning media, especially when headphones are utilized to encourage concentration and limit distractions.

Slides, Transparencies, Graphics, Posters, Maps, Globes, Games, Toys, Models, Sculpture, and Specimens:

--No unique needs are identified

Equipment

--Equipment usage should be supervised and attention paid to operation safety.

--Installation and use of audio-loops with wireless headphones are less confining.

--Avoid excessive use of equipment with withdrawn students if it further isolates them from personal interaction. (Peaches, page 15)

Facilities and Environment

--Create a quiet, relaxed atmosphere.

--Provide soft, comfortable furniture.

--Provide study areas away from main flow of traffic and away from other distractions like doors, windows, equipment, etc.

--Make wired study carrels available in sufficient numbers.

--Eliminate visual distractions in study areas, i.e., posters, graphics, mobiles, displays, bulletin boards.

--Provide enough space for each student.*

---

*"Research has shown that he (the emotionally impaired student) tends to require more physical space than his peers so the same square footage can accommodate fewer students. Crowding leads to a build-up of tensions and consequently a reduced ability to function." (Harris and Baskin, p. 9)

RESOURCES

page

Reference..... 184

Books on Library Services to the Handicapped..... 187

General Periodicals on the Handicapped..... 188

Special Periodical Issues Focusing on Handicaps..... 190

Acquiring Knowledge About P.L. 94-142..... 190

Learning About Handicapping Conditions..... 191

Teaching Techniques for Use with Handicapped Students.... 191

Developing Student Awareness of Handicapping Conditions.. 192

Facilities..... 193

Blind and Visually Impaired..... 193

Hearing Impaired/Deaf..... 194

RESOURCES

Reference:

American Association for the Advancement of Science
AAAS Project on the Handicapped in Science
1176 Massachusetts Avenue, N.W.
Washington, D.C. 20036

The project developed a directory of 500 handicapped scientists who are willing to speak in schools about education and careers.

Baskin, Barbara H. and Karen H. Harris. Notes from a Different Drummer: A Guide to Juvenile Fiction Portraying the Handicapped. New York: R.R. Bowker, 1977.

Excellent book giving rationale for evaluating books on handicaps plus short annotations and analysis of 300 books.

Bibliography of Secondary Materials for Teaching Handicapped Students. Wash. D.C.: President's Committee on Employment of the Handicapped, 1977.

Lists materials dealing with the delivery of special education, vocational education and industrial arts services to handicapped individuals.

Catalog of Instructional Materials for the Handicapped Learner. Bloomington, Indiana: Handicapped Learner Materials Distribution Center, 1979.

Materials in this catalog are available on free loan (excepting return postage) for 1-7 day periods. Items are loaned for preview purposes and actual usage with handicapped persons, but only if the items are not available from local media resource centers. The catalog and further information can be obtained from:

Handicapped Learner Materials Distribution Center
Indiana University
Audio-Visual Center
Bloomington, Indiana 47405

CEC Catalog. Reston, Virginia: Council for Exceptional Children.

*CEC catalog of publications and non-print media is available free:

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

---

*Directory of National Information Sources on Handicapping Conditions and Related Services. Washington, D.C.: Department of Health, Education and Welfare.

A comprehensive volume describing the purposes, activities and services of 270 national level organizations and federal agencies. It is available free from:

Clearinghouse on the Handicapped
Office for Handicapped Individuals
388-D South Portal Building
Washington, D.C. 20201

(DHEW publication no. OHD 77-22003)

Dreyer, Sharon Spredermann. The Bookfinder. American Guidance Service, 1977.

A guide to children's literature about the needs and problems of youth ages 2-15. This reference work describes and categorizes 1,031 children's books according to more than 450 psychological, behaviorial and developmental topics of concern to youth.

ERIC Clearinghouse on Information Resources. Syracuse University.

Information on the management, operation and use of libraries.

ERIC Clearinghouse on Information Resources
Syracuse University
School of Education
Syracuse, New York 13210

ERIC Clearinghouse on Handicapped and Gifted Children. Council for Exceptional Children, Reston Virginia.

Exceptional Child Education Resources (ECER)
CEC Information Services:

Custom computer searches, computer search reprints, annual topic bibliographies and quarterly index provide easy access to ECER data base.

CEC Information Services
1920 Association Drive
Reston, Virginia 22091

Mainstreaming: A Working Bibliography. Minneapolis, Minnesota: National Support Systems Project, Third ed. October 1, 1977.

Bibliography is not complete or comprehensive. Citations have not been systematically evaluated nor chosen for quality. It is however an extensive listing and is carefully indexed.

National Support Systems Project
253 Burton Hall
University of Minnesota
Minneapolis, Minnesota 55455

McCarr, Dorothy. Materials Useful for Deaf/Hearing Impaired. Lake Oswego, Oregon: Dormac, Inc., 1976.

An annotated bibliography of useful material for deaf/hearing impaired students. Book is divided into ten curriculum areas. Includes interest and reading level plus cost for each item.

National Center Educational Media and Materials for the Handicapped (NCEMMH), Ohio State University.

Computer-based, on-line system for searching and production of inexpensive hardcopy materials. Abstracts of over 37,000 items: child-use, training and assessment. (NIMIS II or OSU-NIMIS)
DTIMS: Directive Teaching Instructional Management System is designed to assist teachers in providing individualized instruction for acquisition of academic skills. Materials field-tested with both handicapped and non-handicapped students.

Newsletter: The Directive Teacher

NCEMMH
The Ohio State University
Columbus, Ohio 43210

National Information Center for Special Education Materials (NICSEM), University of Southern California.

Computer-based, on-line system accessed through Lockheed's DIALOG and BRS:
National Instructional Materials Information System (NIMIS I) Indexes child-use instructional materials and teacher training materials. Also has produced catalog of special education non-print media: NICEM Index to Non-Print Special Education Materials.

NICSEM publishes the newsletter, Frankly Speaking.

NICSEM
University of Southern California
University Park
Los Angeles, California 90007

NICEM Index to Non-Print Special Education Materials - Multimedia. Los Angeles: NICEM and NICSEM, 1979.

Two separate volumes: Learner Volume contains 35,558 titles and abstracts on materials suitable for direct instruction of the handicapped. The Professional Volume contains 5,192 abstracts of media and materials selected for use by parents of exceptional children, special education teachers and other professionals.

Pick a Title. Baltimore, Maryland: The Maryland State Department of Education, 1978.

A collection of children's books and other media about the handicapped. Short annotations.

Sadker, Myra Pollack and David Miller Sadker. Now Upon a Time. New York: Harper and Row, 1977.

A reference book to children's books with a good section on handicaps and children. Bibliographies are annotated.

Topical Bibliographies. Reston, Virginia: Council for Exceptional Children/ERIC Clearinghouse on Handicapped and Gifted Children.

This service of CEC provides custom computer searches as well as subject bibliographies taken from yearly volumes of Exceptional Child Education Resources (ECER). The bibliographies in each yearly series consist of 50-100 citations (pub. dates, author, title, source and 200 word summary) at a cost of $4.50 each.

For further information contact CEC.

Books on Library Services to the Handicapped:

Baker, D. Philip and Dave Bender. Library Media Programs and Special Learners. Syracuse, N.Y.: Gaylord Publishers, NYP.

This forthcoming volume contains case studies of exemplary media programs serving handicapped students.

Baskin, Barbara and Karen H. Harris, editors. The Special Child in the Library. Chicago: American Library Association, 1976.

A compilation of articles relating to library media services for handicapped students. Although somewhat dated, this book was a forerunner of concern and both Baskin and Harris have continued their work in this area(see other references) and are names to keep in mind for quality information.

Ruark, Ardis and Carole Melby. Kangaroo Kapers or How to Jump into Library Services for the Handicapped. Pierre, South Dakota: Division of Elementary and Secondary Education, 1978.

This publication is a source of information "relating to organizations serving the handicapped, periodicals, specialized bibliographies, guidelines for the evaluation of educational materials relating to the handicapped and strategies for effecting change." It is designed primarily for use by elementary media specialists.

This resource guide was developed as part of a Library Research and Demonstration Project (Office of Education, DHEW) entitled, "Training Library Media Specialists to Serve the Handicapped Student."

Strom, Maryalls G. Library Service to the Blind and Physically Handicapped. New York: Scarecrow, 1977.

This publication is a compilation of articles, many of them dated. Several articles relate to services for students in regular schools. Gives background and philosophical basis for serving the handicapped individual.

---

*Terwillegar, Jane, editor. Special People, Special Needs, Special Services. Athens, Georgia: University of Georgia, Department of Educational Media and Librarianship, 1978.

Very practical guidelines relating P.L. 94-142 to the media specialist. This is primarily a reference with extensive bibliographies although only some are annotated. Includes checklists, directories, evaluation and selection criteria.

Prepared for 7th Annual Conference for Continuing Professional Development, University of Georgia, Bureau of Educational Studies and Department of Educational Media and Librarianship. Excellent buy at $2.00. Available from:

Educational Media Center
College of Education
The University of Georgia
607 Alderhold Hall
Athens, Georgia 30602

Wright, Kieth C. Library and Information Services for Handicapped Individuals. Littleton, Colorado: Libraries Unlimited, Inc., 1979.

Although the volume emphasizes public libraries rather than school library media centers, it is a valuable and up-to-date resource on library services to the handicapped.

General Periodicals on the Handicapped:

Amicus
National Center for Law and the Handicapped
1235 N. Eddy Street
South Bend, Indiana 46617

Center's bimonthly publication designed to monitor and report developments in the law as they relate to the rights of handicapped individuals, specifically court cases and legislation. Free.

The Directive Teacher
NCEMMH
Ohio State University
356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

Publishes manuscripts by college or university affiliates, inservice teachers, and other special education professionals in the field. Topics represent one of three categories: 1. teacher-made materials or technologies, 2. classroom applications, 3. home-based application. $6.75/yr. replaced Apropos.

Disabled USA
The President's Committee on Employment of the Handicapped
Washington, D.C. 20210

Reports progress in nationwide program to employ handicapped workers; presents new promotional and educational activities. Free

---

Exceptional Children
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Scholarly journal which focuses on educational problems of all exceptional children. $20/yr. 8 issues.

The Exceptional Parent
P.O. Box 4944
Manchester, New Hampshire 03102

Offers practical guidance to parents and professionals. $15/yr. 6 issues.

Frankly Speaking
NICSEM
University of Southern California
University Park
Los Angeles, California 90007

Newsletter published quarterly to meet the information needs of persons involved in special education at the local level. Focus on professional and child-use materials.

Journal of Special Education
Subscription Department
111 Fifth Avenue
New York, New York 10003

Provides backgroud information and concrete suggestions that can be applied in day-to-day work with children. $18.50/yr. 4 issues.

NCEMMH (National Center on Educational Media and Materials for the Handicapped) newsletter
The Ohio State University
356 Arps Hall
1945 North High Street
Columbus, Ohio 43210

Teaching Exceptional Children
Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Classroom oriented. Articles on instructional methods, learning materials and classroom management. $12.50/yr. 4 issues.

● Special Periodical Issues focusing on Handicaps:

Audiovisual Instruction. Vol 14, November 1969 (The Role of Media in Special Education).

Audiovisual Instruction. Vol. 21, December 1976 (Technology and the Exceptional).

Illinois Libraries. Vol. 59, September 1977 (Media/Information/Services for Exceptional Students).

Interracial Books for Children Bulletin. Vol. 8, No. 6 and 7, 1977 (double issue on Handicappism in Children's Books).

School Media Quarterly. Vol. 6, Summer 1978 (Issue theme: Special Education: A Continuum of Services).

● Acquiring Knowledge about P.L. 94-142:

Ballard, Joseph. Public Law 94-142 and Section 504 -- Understanding what they are and are not. Reston, Virginia: Council for Exceptional Children, 1977.

Brief explanation in question and answer format. Easy way to get a grasp of what law is about.

Ballard, Joseph, Jean N. Nazzaro, and Frederick J. Weintraub. P.L. 94-42, The Education for All Handicapped Children Act of 1975. Reston, Virginia: The Council for Exceptional Children, 1976.

Multimedia kit to help educators understand the many facets of P.L. 94-142. 3 captioned filmstrips, 3 audio cassettes, copy of law, a questin and answer document and printed copy of scripts. $50.00

Reynolds, Maynard C., editor. Mainstreaming--Origins and Implications. Reston, Virginia: Council for Exceptional Children, 1976

Excellent for background information and implications of the law.

Weintraub, Frederick J. State Law and Education of Handicapped Children: Issues and Recommendations. Reston, Virginia: Council for Exceptional Children, 1972.

Good reference to the laws on mainstreaming.

Learning About Handicapping Conditions:

Berger, Gilda. Learning Disabilities and Handicaps. New York: Watts, 1978.

This book deals with the attitudes of young people toward the physically impaired and defines most of the specific impairments. It examines their history and provides scientific information and available treatment.

The Deaf and Blind
American Foundation for the Blind
Audio Cassette

Raymond Swing discusses questions concerning the deaf and blind with Annette B. Dinsmore of the American Foundation for the Blind.

Haring, Norris G., editor. Behavior of Exceptional Children. 2nd ed. Columbus, Ohio: Charles E. Merrill, 1978.

Explains who are exceptional children, what the handicaps are and the problems of labeling. Includes directions on how to teach exceptional children.

Haring, Norris G. and R.L. Schiefelbusch. Teaching Special Children. New York: McGraw Hill Book Co., 1976.

The authors present a number of instructional models in summarized form. They also give reference to complete instructional packages.

Langone, J. Goodby Bedlam. Waltham, Mass.: Little, Brown, 1974.

A medical journalist explains in popular and concise terms how to understand abnormalities, character disorders, psychosomatic disorders, and brain dysfunctions. Useful for the non-specialist who wishes to improve his/her understanding.

Pursell, Margaret Sanford. Look at Physical Handicaps. Minneapolis, Minnesota: Lerner Publishers, 1976.

Through black and white photography and a simple text the problems of people who have physical handicaps is portrayed. This book encourages readers to understand, not pity those who are impaired.

Teaching Techniques for Use with Handicapped Students:

Heinich, Robert, editor. Educating All Handicapped Children. Englewood Cliffs, N.J.: Educational Technology Publications, 1979.

This book offers guidelines to educators for managing the changes necessitated by mainstreaming. It deals with the system-wide effects

of such areas as: the structure of the school, the organization of teacher education, design of instruction, etc. It is valuable to the media specialist as an instructional team member.

Reynolds, Maynard C. and Jack W. Birch. Teaching Exceptional Children in All American Schools. Reston, Virginia: Council for Exceptional Children, 1977.

Clearly written text for all school personnel involved in interpreting and implementing P.L. 94-142. Half of book is devoted to specific handicapping conditions.

Teacher Training in Mainstreaming. New York: EPIE (Educational Products Information Exchange) Institute, 1978. EPIE Report: No. 86m.

Provides extensive analysis on the instructional aspects of materials designed for in-service training relevant to mainstreaming. Covers 15 series of training materials. Excellent for evaluation of existing series or for designing own training materials.

Thomas, M. Angele, editor. Developing Skills in Severely and Profoundly Handicapped Children. Reston, Virginia: Council for Exceptional Children, 1977.

A product of the ERIC Clearinghouse on handicapped and gifted children. Ten outstanding articles.

Developing Student Awareness of Handicapping Conditions:

Teen Scenes
Developmental Learning Materials, 1979.
12 full color posters 12" x 18".

Handicapped students are pictured at work and in recreational settings. Instruction sheets provide a variety of discussion question and background information on each poster subject.

Family Relations (Vision, Hearing and Speech Series)
Creative Arts. 1972
6--9 x 11 prepared transparencies.

Each transparency presents symptoms of specic impairment.

Accepting Individual Differences.
Developmental Learning Materials, 1977.
5--6"x8" guides, 4 11"x14" story flip books, 1 audio cassette, teacher's guide.

Program treats visual impairment, hearing impairment, mental retardation and learning disabilities as extensions of individual characteristics

found in all people. Teacher's guide presents basic information about specific disabilities and suggested learning experiences.

Facilities:

Aiello, Barbara, editor. Places and Spaces: Facilities Planning for Handicapped Children and Adults. Reston, Virginia: Council for Ecceptional Children, 1976.

Designed to aid dialogue between the educator and the designer (architect). three sections: In Print (publications), In Plan (specifications) In Addition (resources--people, groups, places).

Kliment, Stephen A. Into the Mainstream: A Syllabus for a Barrier-Free Environment. N.Y.: American Institute of Architects, 1975.

Practical information for working toward a barrier-free environment in your community.

Blind and Visually Impaired:

Aids and Appliances for the Blind and Visually Impaired. N.Y.: American Foundation for the Blind, annual.

Catalog of everything from games to kitchen utensils adapted for use by the visually handicapped. Catalog is free.

Update
7000 Hamilton Avenue
Cincinnati, Ohio 45231

News
7000 Hamilton Avenue
Cincinnati, Ohio 45231

Both publications are bi-monthly newsletters of the National Library Service (NLS) for the Blind and Physically Handicapped, Library of Congress. They contain articles about current projects and new products and resources for the visually impaired and physically handicapped. They are free. the NLS also issues bibliographies; sample titles include: Sources of Large Type Books, Subject Guide to Spoken Word Recordings.

Publications Division
American Foundation for the Blind
15 West 16th Street
New York, N.Y. 10011

Free catalog of publications.

Hearing Impaired/Deaf

Captioned Films and Telecommunications Branch
Bureau of Education for the Handicapped
United States Office of Education
Washington, D.C. 20202

For general information about the captioned films program.

Captioned Films for the Deaf Distribution Center
5034 Wisconsin Avenue N.W.
Washington, D.C. 20016

For information on entertainment captioned films.

The Deaf American
National Association of the Deaf
814 Thayer Avenue
Silver Springs, Maryland 20910

Monthly publication covers a variety of general interest topics.

Gallaudet Today
Gallaudet College
Kendall Green, Northest
Washington, D.C. 20002

Quarterly which speaks out on issues affecting the needs, education, rights and welfare of deaf persons everywhere.

Special Office for Materials Distribution
Indiana University
Audio-Visual Center
Bloomington, Indiana 47401

For information on educational captioned films.

Sports News for the Deaf
3606 Ramelle Drive
Council Bluffs, Iowa 51501

This "Sports Publication By the Deaf, For the Deaf" is issued monthly, except July. It contains sports news and articles about state deaf schools and colleges across the country. $6.00/yr.

BIBLIOGRAPHY

American Association of School Librarians. Media Programs: District and School. Chicago: American Library Association, 1975.

Baker, D. Philip. "Mediacentric", Wilson Library Bulletin 53:2 (October 1978).

Bardenstein, Linda. Selection and Adaptation of Media for the Deaf. Rochester, N.Y.: National Technical Institute for the Deaf, no date.

Baskin, Barbara and Karen Harris. The Exceptional Child in the School Library: Response and Strategy. U.S., Educational Resources Information Center, ERIC Document ED 097 896, October, 1974.

Briggs, Paul W. "School Media Center Architectural Requirements", School Media Quarterly. 2:3 (Spring, 1974).

Chisholm, Margaret E. and Donald P. Ely. Media Personnel in Education. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1976.

Corn, Anne Lesley and Iris Martinez. When You Have a Visually Handicapped Child in Your Classroom: Suggestions for Teachers. N.Y.: American Foundation for the Blind (no date).

Coyne, Phyllis. Resource Booklet on Recreation and Leisure for the Developmentally Disabled. (Developed for Recreation and Leisure Skills Training Workshop at Portland State University, April 7,1978).

Dresang, Eliza T. "There are No Other Children", School Library Journal 24:1 (Spetember 1977).

Gilhool, Thomas K. "Changing Public Policies: Roots and Forces", Minnesota Education 2:2 (Winter, 1976).

Goldstein, Herbert. "The Role of Media Services in the Education of the Special Student", Issues in Media Management 1977.

Guidelines for the Representation of Exceptional Persons in Educational ~~Persons in Educational~~ Media. Reston, VA.: Council for Exceptional Children, 1979.

Harris, Karen and Barbara Baskin. The Exceptional Child in the School Library: Identification and Accomodation. U.S. Educational Resources Information Center, ERIC Document ED 097 897.

Henne, John F. "Serving Visually Handicapped", School Library Journal 25:4 (December 1978).

Johnson, David W. and Roger T. Johnson. Learning Together and Alone: Cooperation, Competition, and Individualization. Minneapolis: University of Minnesota (1978).

Kent, Deborah. "There and Back Again", Disabled USA. 1:7 (1978).

McKay, Richard J., Linda Schwartz and Kathy Willis. "The Instructional Media Center's Function in Programs for Special Needs Children at the Middle School Level", International Journal of Instructional Media 4:1 (1976-77).

Monson, Dianne and Cynthia Shurtleff. "Altering Attitudes toward the Physically Handicapped through Print and Non-Print Media", Language Arts 56:2 (February 1979).

National Education Association (NEA). The Educable Mentally Retarded Student in the Secondary School. Washington, D.C.: NEA, 1975.

Paul, James L. Mainstreaming: A Practical Guide. Syracuse, N.Y.: Syracuse University Press, 1977.

PEACHES (Pre-school Educational Adaptations for Children who are Handicapped) for your first days with a handicapped child. Portland, Oregon: Special Education Department, Portland State University, 1978.

Ruark, Ardis and Carole Melby. Kangaroo Kapers, or How to Jump into Library Services for the Handicapped. Pierre, South Dakota: Division of Elementary and Secondary Education, South Dakota State Department of Education, 1978.

Smith, Pamela Bodoin and Glee Ingram Bentley. Participant Manual Mainstreaming, (Teacher Training Program): Mainstreaming Mildly Handicapped Students into the Regular Classroom. Austin, Texas: Education Service Center, Region XIII, 1975.

Stern, Virginia W. and Martha Ross Redden. "Role Models for the Handicapped", National Elementary Principal 58:1 (October 1978).

Telford, C. and J. Sawrey. The Exceptional Individual. Englewood Cliffs, N.J.: Proentice-Hall, 1977.

Terwillegar, Jane C., editor. Special People, Special Needs, Special Services. Athens, Georgia: University of Georgia, 1978.

Vandergrift, Kay E. "Person and Environment", School Media Quarterly 4:4 (Summer, 1976).

Vernon, McCay. "Deafness and Mental Health: Some Theoretical Views." Gallaudet Today 9:1 (Fall 1978)

Wilkens, Lea-Ruth C. "Involvement in the Educational Program", School Library Journal 23:4 (December 1976).

ASSESSMENT GUIDE

The following Assessment Guide is designed to help media specialists evaluate at what level their media center and media program is meeting the needs of handicapped students. All of the statements are based on and are further elaborated on in the Guidelines. If the reason for a statement seems unclear, refer back to the specific section in the Guidelines for background or more information.

Complete the Assessment Guide by using the following scale, placing the number on the line to the left of each statement.

0	1	2	3	4	5	6	7	8	9	10
Never		Seldom			Sometimes			Often		Always

Most of the statements can be placed on this continuum of compliance ranging from Never to Always with degrees in between. When a statement seems to call for a simple yes or no, indicate 10 for yes and 0 for no.

If the statement does not apply to your situation (it may apply only to elementary or secondary, or to specific handicapping conditions which none of the students in your school have) place an X on the line.

Rather than use the copy of the Assessment Guide printed in this manual, consider making copies so that more than one person (i.e. special education teachers, principal, classroom teachers, handicapped students) can also help you assess the center. By saving the original you can also reevaluate the center at a future date as the needs change and as the center itself changes. Be sure to sign and date the forms each time you fill them out.

Person doing the assessment _____ date _____

Name of School _____ School Location _____

School level _____ No. of Handicapped Students _____ Total School Population _____

STAFFING

Professional Competencies: The Media Specialist...

1. ___ is a trained professional in the field of educational media.

2. ___ is a certified teacher.

3. ___ is familar with the mandates of P.L. 94-142 and related legislation.

4. ___ has read, evaluated and discussed with other school staff the building and district plans to implement P.L. 94-142.

5. ___ has basic knowledge of handicapping conditions.

6. ___ has basic knowledge of how handicapping conditions influence teaching and learning.

7. ___ recognizes shared characteristics and needs among handicapped and nonhandicapped students.

8. ___ recognizes that there are varying degreed of impairment possible within any handicapping condition.

9. ___ understands theories and principles of learning as they relate to handicapped students.

10. is aware of and uses the following resources for information and materials about P.L. 94-142, handicapping conditions, media and mainstreaming:

    Computer-based indexes--

    a. ___ NICEM

    b. ___ NIMIS/NISCEM

    c. ___ CEC Bibliographic Resources

    d. ___ ERIC

    e. ___ NIMIS II/NCEMMH

    ---

    f. ___ State Departments of Education

    g. ___ Regional Education Districts

    h. ___ School Districts

    i. ___ Universities and Colleges

    j. ___ State Libraries

k. ___ Library of Congress (National Library Services for the Blind and Physically Handicapped)

l. ___ Professional Special Education and Media Organizations.

m. ___ Governmental and private agencies and organizations.

n. ___ Special educators

11. obtains training relevant to serving the needs of handicapped through

a. ___ Conferences

b. ___ Workshops

c. ___ Seminars

d. ___ College course work

e. ___ In-service

Personal Competencies: The Media Specialist...

12. ___ is committed to the idea of mainstreaming

a. ___ the right of all students to equal educational opportunities.

b. ___ the belief in the fundamental worth of all people.

13. ___ examines feelings and attitudes about special learners and about extending media services to them.

14. ___ teases and jokes with handicapped students as often as with nonhandicapped students.

15. ___ touches handicapped students as often as nonhandicapped students.

16. ___ maintains eye contact with handicapped students.

17. ___ sits or stands at a level or in a location that is comfortable for handicapped student being addressed.

18. ___ talks to handicapped student about things other than media.

19. ___ makes efforts to communicate with handicapped students.

20. ___ attempts to change own attitudes by increasing knowledge and understanding of all aspects of mainstreaming.

21. ___ reads materials that show human aspects of being handicapped.

22. ___ looks for personal experiences with handicapped children and adults which will stimulate understanding.

23. ___ provides opportunities for handicapped students to clarify understandings about who they are.

24. ___ consults handicapped students about ways to promote understanding.

As Manager of the Media Center the Media Specialist...

25. ___ accepts responsibility of seeing that the entire media staff, both paid and volunteer, express themselves positively in relation to handicapped students.

26. ___ serves as a role model for rest of staff in relating to handicapped students.

27. ___ encourages aides to work with all students, including handicapped students.

28. ___ gives aides opportunities to develop skills that will make their contacts with handicapped students easier and more effective.

29. ___ defines expectations for aides in relation to students as well as clerical and technical tasks.

30. ___ invests time in helping aides develop better skills and attitudes toward handicapped students.

31. ___ provides aides with informational materials to read and information about workshops and classes to help them work with handicapped students.

32. ___ includes aides in in-service programs that deal with mainstreaming and handicap awareness.

33. ___ allows flexibility in aide work schedules so they can participate in activities to further their awareness of handicapping conditions.

34. ___ arranges for offering compensation to aides for participation in extra activities promoting mainstreaming.

35. ___ assigns aides special roles and tasks to use their talents and interests in working with handicapped students.

36. ___ expects volunteers to work within the policies set for all media staff regarding handicapped students.

37. ___ draws upon community people who have skills in working with handicapped students.

38. ___ observes and evaluates volunteers to see that they are not creating a negative environment through such behaviors as insensitivity, impatience, avoidance of some students, paternalism and talking down to students.

39. ___ develops a well designed student aide program.

40. ___ makes sure students are given training in tasks they are to perform.

41. ___ considers all students, including handicapped, as potential student helpers.

42. ___ sees that tasks are assigned on the basis of interest and apptitudes, not on an estimate of how quickly student can learn a particular skill.

43. ___ measures the quality and success of a student helper program by how much learning takes place rather than the number of tasks that are performed.

44. ___ makes sure even menial tasks are given meaning and value.

45. ___ makes sure that student helpers are aware of media center policies and their roles in the maintenance of a positive environment for all students.

46. ___ accompanies skill instruction for student helpers with activities and discussions aimed at developing and strengthening understanding about similarities and differences among individuals and respect for human rights and dignity.

47. ___ makes sure all student helpers contribute positively to the media center environment.

48. ___ includes handicapped student helpers in student helper discussions about handicapped students.

As a Resource to Teachers the Media Specialist...

49. ___ cooperates with classroom teachers to help them identify, select, design and produce media resources for teaching and learning.

50. ___ is available and accessible to all teachers.

51. ___ is clearly willing to work with teachers.

52. ___ keeps abreast of new curricula.

53. ___ keeps recorde of teacher interests, plans, needs.

54. ___ initiates teacher contact.

55. ___ responds to specific requests.

56. ___ keeps teachers informed of new resources.

57. ___ involves teachers in the selection process.

58. ___ is the avenue by which resources outside the building and district collections are located and brought into the school.

59. ___ initiates a network within the school to identify new and varied uses for the building collection and to obtain the advice of other teachers and special education resource persons.

60. ___ initiates and organizes faculty in-service programs covering topics related to teaching the handicapped student.

61. ___ arranges for speakers, films, equipment and media fairs for meeting the informational needs of teachers in working with handicapped students.

62. ___ arranges for experiential activities directed at heightening teacher awareness and sensitivity to the needs of handicapped students.

63. ___ maintains and builds a professional library collection for teachers that is both comprehensive and yet easily used.

64. ___ includes professional media journals, special education journals, association newsletters, etc. in professional collection.

65. ___ is on mailing lists to receive journals and newsletters from associations serving the handicapped.

66. ___ circulates items of interest to teachers on serving the handicapped student.

67. ___ distributes bibliographies on mainstreaming, handicapping conditions, etc.

68. ___ distributes lists of new materials for use with handicapped students.

69. ___ attaches p-slips to periodical covers to call attention to articles relevant to mainstreaming and special education.

70. ___ develops an easy system for getting teacher input about items and for sharing input with other teachers.

71. ___ disseminates teacher comments and evaluations about specific items and suggestions for use with handicapped students.

72. ___ keeps the professional collection up to date.

As a Team Member the Media Specialist...

73. ___ cooperates with building faculty in designing and implementing instruction for both the classroom and the media center.

74. ___ includes special educators on team to design and implement instruction for the media center.

75. ___ provides suggestions for mediating instruction, including selecting appropriate media and equipment and producing materials not otherwise available.

76. ___ gives input about individual students based on interactions with them in the media center.

77. ___ contributes to the development of Individual Education Plans, (IEP's).

78. ___ obtains information about student's learning styles, strengths and weaknesses, habits and needs by working with regular and special teachers.

79. ___ gleans suggestions from team members for dealing specifically with students, including methods, techniques and strategies they have found most effective.

In relation to the School's Administration the Media Specialist...

80. ___ makes sure the principal is aware of the physical, social, emotional and intellectual needs of handicapped students.

81. ___ makes sure that the principal is aware of the needs and concerns of the staff members who work directly with special students.

82. ___ assists the principal in actively looking for ways to meet informational and in-service training needs of staff members and to find extra time for them to work with students.

83. ___ assists the principal by supplying information and helping to plan and carry out in-service.

84. ___ includes administrators with other teachers in the network for circulating professional materials and obtaining comments, evaluations and suggestions for use.

85. ___ takes the initiative to see that materials administrators receive are also circulated.

In relating to Nonhandicapped Students the Media Specialist...

86. __ is a model for how to relate to handicapped students.

87. __ provides informational media about handicaps and materials that positively represent handicapped persons.

88. ___ utilizes materials that accustom students to seeing, hearing, and reading about the handicapped in any given situation.

89. ___ provides awareness activities designed to sensitize non-handicapped students to the problems and feeling of their handicapped peers and to help break down attitudinal barriers.

90. ___ addresses attitudinal changes through literature, films, speakers and experiential activities.

91. ___ is friendly and available so all students feel comfortable asking questions about handicapping conditions.

92. ___ treats all students alike and does not show favortism to handicapped students.

93. ___ gives handicapped students priority use of specialized equipment they need, but allows other students to use it as well.

94. ___ invites handicapped student who needs very specialized equipment to demonstrate and explain its use to other class members.

In relating to Handicapped Students the Media Specialist...

95. ___ includes handicapped students in all media center activities.

96. ___ designs programs so that special students can do well while being involved with others.

97. ___ divides activities among group members so that each student, while being challenged, also has an opportunity for success.

98. ___ sees that roles are assigned in groups to help build student's self confidence.

99. ___ sees that roles are varied so that one student does not always have to perform the same function.

100. ___ includes handicapped students in handicap awareness activities.

101. ___ acts as a sensitive facilitator in promoting thoughtful interaction during awareness activities, or makes sure that a mature facilitator is available.

102. ___ uses the handicapped students themselves to help determine the need for attitude and awareness activities concerning the handicapped.

103. ___ translates the feelings of handicapped students into activities for other students.

104. ___ applies rules and policies to handicapped and nonhandicapped students alike.

105. ___ makes sure that there are good reasons for the rules and that they therefore apply to everyone.

106. ___ makes sure that students are made aware of the rules, understand why they exist and are given help in learning to abide by them.

107. ___ designs procedures to facilitate rules not as rules themselves.

108. ___ accomodates all students by being flexible about procedures.

109. ___ encourages and teaches students to use standard procedures whenever possible.

110. ___ includes handicapped students in all orientation activities.

111. ___ presents orientation activities in various ways.

112. ___ is flexible in meeting the needs of a diversified audience.

113. ___ is open to questions and one-to-one communication with handicapped students.

114. ___ expresses confidence in handicapped students by setting expectations which are realistic but still challenging.

115. ___ challenges but does not frustrate handicapped students.

116. ___ shows interest and support by maintaining eye contact.

117. ___ gives students enough time to perform adequately.

118. ___ is consistent with classroom teacher's programs of discipline, instruction, etc.

119. ___ consults with special education teacher concerning special needs of handicapped student.

120. ___ encourages handicapped students to answer questions about their handicaps.

In relating to the Community the Media Specialist...

121. ___ takes advantage of the many resources for working with handicapped individuals available in the community.

122. ___ keeps community informed about media programs and activities.

123. ___ identifies persons or groups who have information, skills or talents and the willingness to share them related to working with handicapped individuals.

124. ___ sets up and uses advisory committee which includes handicapped persons and parents of handicapped students.

125. ___ sets up program for bringing handicapped adults into school to serve as role models for students.

126. ___ uses a system for getting information about the media program to the community and for obtaining feedback.

127. ___ sees that news items, lists of new materials, announcements of upcoming media activites, etc. are disseminated through school newspapers, local media and student take-home flyers.

In relating to Students with Specific Handicapping Conditions the Media Specialist...

128. ___ encourages students with speech and language impairments to express themselves verbally.

129. ___ listens attentively and patiently to students with speech and language impairments, letting them finish their own sentences.

130. ___ accepts students as worthy individuals, handicap and all.

131. ___ speaks distinctly, at a normal rate to provide a model.

132. is conscious of own speech

a. ___ volume

b. ___ clarity

c. ___ diction

d. ___ vocabulary

133. ___ praises students for attempts, good social behavior and appropriate particiapation based on the needs of each student for reinforcement of actions.

134. ___ models acceptable behavior by being calm and controlled.

135. ___ routinizes media center activities and procedures.

136. ___ knows the individual student's abilities.

137. ___ is aware of non-verbal communication.

138. ___ explains visuals as they are used.

139. ___ allows students to sit where they can make the best use of their vision.

140. ___ uses words like "look" and "see" with visually impaired students.

141. ___ uses verbal cues to gain attention of visually impaired students, stating own name when necessary for recognition.

142. ___ is sensitive to a student's unwillingness to use specialized equipment and/or materials for fear of being stigmatized.

143. ___ takes steps to lessen stigma associated with the use of specialized equipment and materials.

144. ___ encourages students with visual limitations to move around the media center to obtain materials and visual information.

145. ___ allows students with visual limitations to hold materials close to their eyes.

146. ___ is aware that peripheral vision may be the best for student with specific visual impairment and that a turned away face does not necessarily mean inattention.

147. ___ guides a visually impaired student by allowing student to hold onto his/her elbow (or writst) and lets student follow.

148. ___ works on a face-to-face level with students whenever possible.

149. ___ speaks to the side of the better ear of student who is hearing impaired.

150. ___ knows a few of the basic signs if sign language is the major mode of communication for some students.

151. ___ is aware that hearing aids pick up and amplify ambient (background) noise and therefor conducts conversation with these students in quiet areas.

152. ___ helps students anticipate nature of a communication such as when a direction is about to be given.

153. ___ encourages students to ask questions and ask to have materials repeated when then do not understand.

154. ___ repeats statement when a student does not understand and if still unclear, rephrases the statement.

155. ___ faces the light when talking.

156. ___ is familiar with procedures to follow if students have seizures, attacks, etc.

157. ___ knows how to help when a student in a wheelchair or with braces falls.

158. ___ knows if a student can be removed from a wheelchair and what alternative seating is acceptable.

159. ___ does not allow other student's to push a student's wheelchair unless special arrangements have been made.

160. ___ does not reinforce inappropriate behavior.

161. ___ recognizes student's feelings and responds with flexibility and sensitivity, not oversensitivity.

162. ___ encourages student's independence and initiative and channels student's energies constructively.

163. ___ does not corner student but provides acceptable options for behavior.

164. ___ encourages handicapped students to take leadership roles.

165. ___ balances needs for exploration and independence with sound safety practices.

166. ___ encourages expressional activities.

167. ___ provides multi-sensory experiences with a wide range of materials and formats.

168. ___ provides plenty of hands-on-experiences.

INSTRUCTION

In his/her Instructional role the Media Specialist...

169. ___ develops a well designed system of media skills instruction.

170. ___ cooperates in the planning and implementation of media skills instruction with the classroom teacher.

171. ___ integrates the media skills with relevant curriculum content.

172. ___ expects handicapped students to also tackle media skills acquisition.

173. ___ challenges students to achieve their highest potential in skill acquisition.

174. sees that media skills instruction includes teaching students to:

a. ___ identify and locate media or specific contents of media after a search.

b. ___ read, listen to and view a variety of materials.

c. ___ locate and select pertinent materials to meet specific learning objectives.

d. ___ select one media over another or one part of the materials over another part for a particular learning objective. (matching, selecting, distinguishing)

e. ___ evaluate sources of information which requires skills in judging the authoritativeness of sources.

f. ___ utilize, comprehend and apply information derived from media.

g. ___ take notes and record sources.

h. ___ organize information in outline form of sequential arrangement.

i. ___ select the best medium for summarizing and presenting material.

j. ___design and produce media.

k. ___ present material verbally or pictorially in a clear, concise manner.

l. ___ communicate ideas effectively.

175. ___ does not compare students with peers in terms of skill acquisition but rather along a continuum.

176. ___ uses Media Skills Sequence as an assessment tool.

177. ___ uses Media Skills Sequence as a scope and sequence (what comes next?)

178. ___ uses Media Skills Sequence in the organization of instructional materials.

179. ___ grows in new approaches to instruction and does not just stick to a few comfortable ones.

180. ___ tests students to determine their tolerance for noise distraction.

181. ___ recognizes that there are a number of reasons why noise can distract from learning.

182. ___ recognizes that body language is a means of communication.

183. ___ is aware of what is being said by his/her body language.

184. ___ is conscious of eye-contact both as a speaker and as a listener.

185. ___ changes level to allow eye contact.

186. ___ uses eye contact to see if communicating with student.

187. ___ works on enuciation and projection of words.

188. ___ is conscious of voice quality and its importance in communication.

189. ___ chooses vocabulary appropriate to the level being spoken to.

190. ___ defines difficult words.

191. ___ clarifies unusual phrases.

192. ___ is aware of sentence length.

193. ___ is aware of number of directions he/she is giving.

194. ___ is aware of biases in word choices.

195. ___ does not label people.

196. ___ presents a true picture through descriptions.

197. ___ is aware that activity going on behind speaker can be distracting.

198. ___ is conscious of how close s/he sits or stands to student.

199. ___ has self videotaped while giving a lesson in order to evaluate teaching style.

200. ___ weighs the advantages of using equipment against the need for personal contact and reinforcement.

201. ___ maintains a balance of individual and group work.

202. ___ is careful not to isolate a student from group activities.

203. ___ is aware that competition tends to create further rejection and stigmatization of low performing students.

204. ___eliminates competition as a factor in performance.

205. ___ recognizes that too much individualization can isolate a student.

206. ___ recognizes that cooperation encourages an emotional commitment to each other.

207. ___ recognizes that cooperation increases the acceptance and appreciation of others as individuals and tends to decrease rejection and stigmatization.

208. ___ recognizes that cooperation promotes the learning process.

209. ___ designs learning situations based upon cooperation for students.

210. ___ recognizes that individualization does not stimatize when entire group is involved in individual work.

211. ___ recognizes that situations occur when students compete and produce winners and losers.

212. ___ recognizes that stigmatization occurs when some students are always singled out for individual work.

213. ___ finds ways to take advantage of students strengths in structures such as pairing, small cooperative groups, tutoring, etc.

214. ___ pairs students who have common need in skill development to work together on problem solutions.

215. ___ pairs student who has strength with student who is deficient in same area emphasizing cooperation and individual responsibility.

216. ___ pairs students with common strengths to work together in success oriented activity.

217. ___ pairs students with complimentary strengths to work together on success oriented activity.

218. ___ structures small cooperative groups to include two average students, one high achiever and one low achiever.

219. ___ intervenes if some students always fall into same role in group, especially roles which perpetuate stereotypes.

220. ___ uses assessment to enumerate student strengths.

221. ___ uses assessment to enumerate student weaknesses.

222. ___ uses assessment to identify individual learning styles.

223. ___ uses assessment to identify individual learning modalities.

224. ___ knows in what type of environment the student learns best.

225. ___ knows how to present information (format) to which the student responds best.

226. ___ knows at what rate to present information for individual student.

227. ___ knows what forms of sensory input/output are most effective for individual students.

228. ___ uses assessment to determine what is to be taught.

229. ___ sets up learning centers with all types of students in mind accomodating a wide range of ages, interests and abilities.

230. __ selects and/or develops record forms that meet their particular needs.

231. ___ is aware of and uses process of task analysis.

232. ___ uses methods appropriate to individual needs.

233. ___ is aware of many ways that equipment can be used in the instructional process.

234. uses equipment to:

a. ___ pretest to determine skill levels and to assess individual student needs.

b. ___ give directions through planned, illustrate, step-by-step procedures.

c. ___ individualize content as well as mode of presentation.

d. ___ provide group instruction.

e. ___ allow students to monitor themselves.

f. ___ provide monitoring data for teachers.

g. ___ allow students to practice at their own pace, reviewing instruction and content over and over.

h. ___ test, allowing students to take their own time, review and correct their own work.

235. ___ structures large group activities to teach social skills, behaviorial requirements, democratic process and acceptance of responsibility for own actions.

236. ___ recognizes that large group interaction can teach cooperation and consideration.

237. ___ recognizes that handicapped student who often spend a good deal of time in individual settings need large group interaction.

238. ___ sets up training for tutors in teaching techniques and sensitivity awareness.

239. ___ includes tutors in awareness activities for staffing.

240. ___ monitors interaction of tutor and student on a regular basis and regroups students when negative observations are made.

241. ___ presents new materials and uses tutors only to reinforce information.

242. ___ uses tutors only with a clear understanding of needs of students.

243. ___ does not always assign tutoring only to the highest achieving student.

244. ___ does not always expect high achieving students to serve as tutors.

245. ___ bases ability to tutor on more that academic achievement.

246. ___ recognizes that most students have a skill they can be proficient in tutoring.

247. ___ recognizes problems of assigning younger student to tutor an older student.

248. ___ uses a variety of illustrations such as flannel boards, overhead projectors, posters, maps, realia, models, handouts, etc.

249. ___ allows students hands on experiences.

250. ___ gives students choices.

251. ___ allows students opportunities for closer viewing/reviewing.

252. emphasizes important points by:

a. ___ underlining or color highlighting

b. ___ summarizing at beginning and end.

c. ___ hands out summaries, outlines, lists of main points, vocabulary sheets, etc.

253. ___ stands or sits close to students when it is necessary to eliminate distractions between student and teacher.

254. ___ uses visuals to reinforce all presentations.

255. ___ uses a variety of formats to instruct, practice, review and test.

256. ___ provides opportunities to build on student's language strengths and for success in language production.

257. ___ uses language in all activities.

258. ___ uses synonyms and descriptive words to expand student's language abilities.

259. ___ uses open-ended questions requiring more than yes and no answers.

260. ___ allows student time to answer.

261. ___ expresses same ideas in a variety of ways.

262. ___ rephrases statements when students look bewildered.

263. ___ allows students to use props (such as puppet or "microphone") for security and confidence.

264. ___ introduces new concepts and vocabulary prior to presentation.

265. ___gears activities to attention span of audience.

266. ___ acknowledges appropriate participation.

267. ___ acknowledges approximation of appropriate responses.

268. ___ makes provision so that responses can take on a variety of forms according to individual' skills (i.e. point, verbally identify, etc.)

269. ___ uses visual cues that are consistent with verbal instruction.

270. ___ teaches concepts within range of learners ability to comprehend.

271. ___ provides practical, concrete, first-hand experiences as often as possible.

272. ___ gears activities to student's abilities and interests, not chronological age.

273. ___ uses simple consistent directions when necessary.

274. ___ gives students ample time to complete tasks.

275. ___ repeats instructions and lessons when necessary.

276. ___ allows students to direct pace of instructional activities and practice.

277. ___ breaks down tasks into smaller components when necessary.

278. ___ designs activities that emphasize a student's stronger learning modalities but also strengthen weaker modalities.

279. ___ plans repetition to help students maintain skills previously learned.

280. ___ considers length of assignments and excessive reading when visual impairments cause eye fatigue.

281. ___ uses concrete examples.

282. ___ faces window or bright light when speaking rather than having back to window or light.

283. ___ allows students to assist in demonstrations and handle materials before and after demonstration, especially if they are visually impaired.

284. ___ reads or has someone read captioned films aloud, especially for visually impaired students.

285. ___ pairs student who is sighted with one who is visually impaired when they have the same assignment to read.

286. ___ allows students to respond to test items in a variety of ways: write, type, dictate, record, recite...

287. ___ gives instructional materials which need to be adapted to resource or itinerant teachers as far ahead of time as possible.

288. ___ seats students for best visibility of instructor, activity, and other students.

289. ___ points out who is speaking to hearing impaired student.

290. ___ presents information in logical sequence.

291. ___ gives directions which are concise, precise but comprehensive.

292. ___ speaks distinctly but does not exaggerate or speak too loudly.

293. ___ is relaxed and smiles while giving a lesson.

294. ___ demonstrates whenever possible.

295. ___ translates responses when necessary to the group.

296. ___ provides written scripts to accompany visuals, especially for hearing impaired students.

297. ___ arranges seating so hearing impaired students can read captions or see interpreter.

298. ___ makes certain that less mobil students are able to participate in activities.

299. ___ allows students sufficient time to select media and gather materials and supplies.

300. ___ pairs student who cannot operate certain equipment with one who can.

301. ___ conducts activities on chairs so wheelchair bound students are on same level.

302. ___ asks students to repeat or record directions.

303. ___ encourages frequent response from students and interaction with self.

304. ___ structures activities around student interest.

305. ___ varies length of activities and gives options for participation.

306. ___ paces activities so that quiet times follow active times.

307. ___ asks open-ended questions and encourages verbal responses from withdrawn students.

SERVICES

Technical Service: the Media Specialist...

308. ___ presents catalog in varying formats when students cannot use regular catalog.

309. ___ challenges handicapped students to become familar with standard cataloging systems to further their independence and successful use of media in the future.

310. ___ knows needs of students and staff.

311. ___ is aware of media availablity.

312. ___ has established criteria for judging quality.

313. ___ previews whenever possible.

314. ___ keeps abreast of changing needs as school's handicapped population changes.

315. ___ is aware that different types of materials are necessary to meet variety of needs.

316. ___ knows that the quality of the production is even more essential for handicapped students who may be limited to type of media they can use.

317. ___ perceives biases in materials relating to the handicapped.

318. ___ knows it is essential to prove that an item actually works with a special student for whom it is intended.

319. ___ processes materials with potential use in mind.

320. ___ adapts packaging formats for the needs of students.

Circulation: The Media Specialist...

321. ___ evaluates the circulation system to determine what rules and procedures are really necessary.

322. ___ evaluates the circulation system to determine which procedures might be barriers to handicapped students.

323. ___ evaluates circulation system to determine if there is excessive paperwork.

324. ___ evaluates check-out system to see if process could be simplified.

325. ___ explores alternative systems for checking out materials which might better accomodate students with specific disabilities.

326. removes limitation on use of materials which might restrict usage by handicapped students such as:

a. ___ length of time materials can be checked out.

b. ___ number of items out at one time.

c. ___ types of materials that can be checked out.

d. ___ schedule of times for checking out materials and equipment.

Reference: The Media Specialist...

327. ___ challenges each student to make the best use of the reference system within student's capabilities.

328. ___ recognizes the opportunity to tap other reference resources.

329. ___ becomes better acquainted with additional sources of information such as public libraries, human resources, special libraries, government agencies, museums, etc.

330. ___ is available to answer questions posed by media center users.

331. ___ maintains an attitude of being accessible and approachable.

In-Service: The Media Specialist...

332. ___ accepts concept of life-long learning for themselves as well as for others.

333. ___ includes continuous faculty in-service as part of the media program.

334. ___ gives ample support to teachers in helping them learn to design and carry out appropriate educational plans for handicapped students.

335. ___ cooperates with specialists in the school in developing in-services.

336. ___ takes advantage of people and material resources available for in-services.

337. ___ takes part in the design of short and long range staff development plans on which in-services are based.

338. ___ recognizes need for the entire staff to be brought to an awareness level of handicapping conditions and P.L. 94-142.

339. ___ recognizes that awareness level includes attitudinal insights as well as concrete information, serving to highlight handicapped students needs.

340. ___ recognizes that building on the awareness level, the staff will need new skills, methods and techniques to meet the needs of handicapped students.

341. ___recognizes that one the staff has been given a foundation of knowledge and skills in relation to the needs of handicapped students, additional individual programs must be designed for specific follow-up and assistance.

342. ___ recognizes that in-service begins with capable leadership.

343. ___ recognizes that leadership does not always involve conducting in-service, but may involve getting the process going, acting as a monitor to insure its success or as a facilator.

344. ___ recognizes that in-service must arise from the needs of those who will participate.

345. ___ helps determine need for in-service through personal observations, statistics on the use and misuse of the media center, or in response to direct criticism or requests for assistance.

346. ___ initiates surveys to assess specific needs relating to mainstreaming which might be met by in-service sessions.

347. ___ involves participants in planning in-service.

348. ___ conducts inservices on how to adapt and design materials for the handicapped learner.

349. ___ conducts in-services on how to produce materials for the handicapped learner.

350. ___ conducts in-services to present new materials for and about the handicapped, etc.

351. ___ recognizes building staff as a resource for in-services.

352. goes beyond the school for in-service resources with different experiences and perspectives:

a. ___ school district

b. ___regional education district

c. ___ state department of education

d. ___ local, state and national organizations

e. ___ universities and colleges

f. ___ government agencies

g. ___ parents

h. ___ community groups and individuals

353. ___ tries to achieve a balance of building and outside resources for in-service sessions.

354. ___ includes classified staff (janitors, cooks, aides, etc.) in the in-service training dealing with awareness activities.

355. ___ develops a plan for the evaluation of in-service programs to encourage feed-back from particupants and support for future training.

356. ___ develops follow-up evaluation to determine success of in-service in promoting mainstreaming.

Consultation: The Media Specialist...

357. keeps abreast of changing needs of school:

a. ___ curriculum requirements

b. ___ new resources

c. ___ interest trends

d: ___ new students and/or teachers

e. ___ educational techniques and theory innovations

f. ___ availability of new equipment

g. ___ self-esteem needs of handicapped students

358. works with teachers and other team members on instructional design:

a. ___ identifies student interests and abilities

b. ___ identifies goals and objectives.

c. ___ selects appropriate commercial materials

d. ___ identifies teaching methodologies

e. ___ suggests alternative modes of presenting audiovisual materials

f. ___ produces materials particularly for these (handicapped) students.

g. ___ develops criterion-referenced means of evaluating competencies.

h. ___ specifies alternative means of evaluating the entire course

(Chisholm and Ely, p. 21)

Production: The Media Specialist...

359. designs materials with specific needs and handicapping conditions in mind:

Visually Impaired--

a. ___ makes outlines, diagrams, maps, simple concept pictures, etc. tactile.

b. ___ makes duplications in black ink.

c. ___ uses large print typewriter for student handouts, etc.

d. ___ produces slides for enlarging simple concepts like letters, numbers, vocabulary.

Hearing Impaired--

e. ___ captions films, transparencies, slides, etc. whenever possible.

Physically Handicapped--

f. ___ reinforces materials for students with agility or motor difficulties.

g. ___ mounts items for use by students who can not work flat on a table or on the floor.

h. ___ adapts packaging for ease in handling by students with motor difficulties.

360. ___ emphasizes designing aspects of production as part of school's instructional program.

361. ___ schedules special instruction to train teachers, aides and students in basic production skills.

362. ___ makes sure that facilities, equipment and supplies for production are available for use by the entire school.

363. ___ is aware of copyright laws which govern the modification and reproduction of materials.

364. ___ helps to design and produce materials when they are not available commercially in the formats needed for special students.

365. ___ arranges for the videotaping of commercial and educational television productions on handicapped people.

366. ___ uses video tapes of television programs to inform students about handicapped people and as a forum for expressing feelings and attitudes about handicapped people.

367. ___ develops programmed instruction and learning activity packets aimed at varying interests and abilities.

368. ___ prepares handouts, diagrams, charts, etc. for students to follow during presentations.

369. ___ designs visuals to accompany audi presentations.

370. ___ designs and develops single concept materials in consultation with the special education and classroom teachers.

Programs: The Media Specialist...

371. ___ develops programs for training tutors to work with handicapped students.

372. ___ schedules times and places for students to work undisturbed and free from distractions.

373. ___ schedules activities for small groups where students might be less inhibited about expressing themselves.

374. ___ designs activities where success is not dependent on set functioning such as language/speech development, visual acuity, etc.

375. ___ keeps rules simple, clear and consistent.

376. ___ pairs handicapped and nonhandicapped students when new environments and/or experiences could cause confusion or danger to handicapped students.

377. ___ designs reading incentive programs for readers who are reluctant due to handicapping condition.

378. ___ designs plan for evacuating handicapped students from the media center in case of an emergency.

379. ___ works out plan for students who are visually impaired to locate the media specialist or get attention.

Public Relations: The Media Specialist...

380. ___ gives the media program constant visibility in the school and community to foster interest, participation and support.

381. ___ makes sure that special activities and the arrival of new materials and equipment are featured in the school paper.

382. ___ helps students produce a monthly newsletter to highlight events and undertakings in the center.

383. ___ sends announcements to teachers keeping them informed about what is going on in the center.

384. ___ routes articles, newsletters and items which are of particular interest to selected school staff.

385. ___ keeps a file of unique needs and problems teachers are having with handicapped students.

386. ___ gives open-houses in media center whenever changes are made or items obtained which are worth highlighting for the general school population.

387. ___ makes sure displays and bulletine boards in the media center convey a sound media and mainstreaming philosophy.

388. ___ is aware in making displays and bulletine boards that 10-15% of the population is composed of persons with some form of exceptionality.

389. ___ makes sure that the mainstreaming philosophy is carried out in the the format of displays and that displays are designed according to needs of audience.

390. ___ includes handicapped students in functions and activities geared at handicap awareness.

391. ___ plans open houses to give media program and its role in mainstreaming visibility in the community.

392. ___ involves parents of special students in informational forums and informal discussions.

393. ___ selects individuals from the community (particularly parents, handicapped persons or those who work with handicapped people) to serve on advisory committees.

394. ___ sees that unique or special activities involving special students are included in community or local newspapers or news media.

395. ___ encourages students to write letters to the editor expressing needs and concerns of handicapped persons.

Orientation: The Media Specialist...

396. ___ plans orientation programs for all students including handicapped.

397. ___ consults with faculty members concerning suitability of orientation presentations for special students.

398. ___ incorporates varied formats and presentation methods into regular orientation for all students.

399. ___ avoids orientations designed only for certain students and labelled "special".

400. ___ designs orientations to be flexible and therefore potentially suitable for everyone.

401. ___ provides that all components of orientation are available in varied formats and are interchangeable.

402. ___ includes a combination of as many formats as are applicable to present the information.

403. ___ designs media center guides and handbooks in varied formats.

404. ___ approaches orientation as an ongoing, systematic service rather than an annual event.

405. ___ provides that orientation information is available at all times for individual reference.

406. ___ observes students and notes individual need for practice and repetition.

407. ___ provides assistance individually and informally as part of everyday service to users.

Special Activities: The Media Specialist...

408. ___ plans ahead so that all students will have opportunity to participate in field trips.

409. ___ selects places which are barrier free to handicapped students for field trips.

410. ___ selects guest speakers who are handicapped to serve as role models for handicapped students.

411. ___ invites handicapped speakers to talk about their topic of expertise, not their handicap.

412. ___ designs student workshops so that all can participate, excluding neither handicapped nor nonhandicapped students.

413. ___ designs student workshops relating to the handicapped.

414. designs students workshops on following topics:

a. ___ handicap awareness

b. ___ instruction on use and maintanence of special equipment

c. ___ production of special materials

d. ___ instruction on transcribing written materials onto tape

e. ___ instruction on tutoring

f. ___ exploration of new environments

g. ___ special skills: sign language, brailling, lipreading

h. ___ drama: mime, signed theatre, puppetry

i. ___ biographical sketches of famous handicapped persons

j. ___ poetry and song workshops emphasizing personal feelings

k. ___ techniques of group interaction and facilitation

l. ___ sensitivitiy training

415. ___ features materials both by and about handicapped people during booktalks and storytelling.

416. ___ prepares booktalks and storytelling activities to meet the format needs of the audience.

417. ___ designs activities which stress creativity without emphasizing individual competition and which allow students to work cooperatively.

418. ___ designs "everyone's a winner" contests based on luck and guesswork rather than skill mastery.

419. ___ designs contests where rewards are corporate or efforts go for common cause.

420. ___ designs media fairs highlighting materials by, for or about persons with handicaps.

421. ___ sets aside time for topical emphasis on handicapping conditions such as "blind awareness day".

422. ___ recognizes birthdays of famous handicapped persons.

THE MEDIA COLLECTION

The Media Specialist...

423. ___ knows what materials, print and nonprint, are available in the school.

424. ___ coordinates inventory to determine school holdings.

425. ___ coordinates cataloging of all media in school.

426. ___ includes in inventory information about materials available through school district and special education districts.

427. ___ makes assessment of the media needs of handicapped students.

428. ___ is familiar with individual learning styles of handicapped students using center.

429. makes sure materials are prepared with quality print on quality paper stock:

a. ___ light colored or white non-reflective paper

b. ___ print shadows are not visible from the back side

c. ___ print is clear with separation between letters and lines.

d. ___ print is separated from pictures and collage background

430. ___ considers legibility for all forms of media.

431. ___ considers intelligibility with all auditory media.

432. ___ makes sure captions are not placed over irregular backgrounds.

433. ___ provides high-interest/low vocabulary materials.

434. ___ screens silent captioned filmstrips to determine level of vocabulary and whether information is conveyed by visual alone.

435. ___ includes discussion with slide and transparency presentations.

436. ___ makes sure collection relates to interests of all students.

437. ___ checks to see that career awareness materials show handicapped persons in traditional jobs and professions.

438. ___ works closely with the teacher and special student in selecting special materials.

439. ___ makes sure that special materials are available for use by all students.

440. fosters a positive, fair and balanced representation of exceptional persons in print and nonprint:

a. ___ in print and nonprint educational materials 10% of contents show children and adults with exceptionaliites

b. ___ representation of exceptionalities are not limited to deaf, blind or physically handicapped.

c. ___ handicapped persons are represented at all grade levels.

d. ___ handicapped persons are represented in curricular areas.

e. ___ representation of handicapped persons are accurate and free of stereotypes.

f. ___ handicapped persons are pictured as participating in activities in general society.

g. ___ language used to describe handicapped persons is non-discriminating and free from value judgements.

h. ___ handicapped persons are shown interacting with others in ways that are mutually beneficial.

i. ___ materials provide a variety of role models of persons with handicapping conditions.

j. ___ materials emphasis uniqueness and worth of all persons rather than differences.

k. ___ tokenism is avoided in representing persons with exceptionalities. (CEC)

441. ___ asks teachers to fill out review forms on materials they read or preview.

442. ___ maintains professional collection for teacher and staff use.

443. ___ includes personal copies of materials on loan to school in professional collection.

444. ___ includes specific special education materials in professional collection.

445. ___ asks special educators to review special education materials to note applicability and usefulness for regular teachers.

446. ___ makes sure professional collection is readily accessible.

447. ___ keeps staff aware of additions to professional collection.

448. ___ encourages suggestions for additions to professional collection.

449. makes sure school's media selection policy includes:

a. ___ guidelines for representation of persons with exceptionalities.

b. ___ specific provisions for varying formats to meet the needs of handicapped population in school.

c. ___ criteria for quality print, sound, etc.

450. ___ involves students in evaluation of materials.

451. ___ invloves teachers in evaluation of materials.

452. ___ involves parents in evaluation of materials.

453. ___ involves resource persons outside of school in evaluation of materials.

454. ___ keeps administration informed on collection needs.

455. ___ keeps records on collection usage.

456. ___ keeps consideration file on reviews of materials.

457. ___ gives consideration first to borrowing materials which center might need.

458. ___ is aware of sources for borrowing.

459. ___ is familiar with way to adapt materials to meet needs of handicapped students.

460. ___ comes up with new and creative ways to adapt materials.

461. ___ checks into funding sources outside of school for special material purchase.

462. ___ checks outside resources as source for materials.

463. ___ carefully examines commercial products to make sure that new labels (mainstreaming, etc.) have not just been added to old products.

464. ___ previews new materials before buying.

465. ___ tries special materials with teachers and handicapped students before buying.

467. ___ asks publisher if he will guarantee results with students or can substantiate claims for products.

468. ___ asks for substantiation for labels on materials.

469. ___ is aware of fad words to advertise materials and is cautious about believing them.

470. ___ finds out how grade levels for materials were established.

EQUIPMENT

471. The media center has the following equipment available for student and teacher use:

a. ___ Borg-Warner 80

b. ___ Audio Card Readers

c. ___ Spellbinder

d. ___ Digator

e. ___ Electronic Keyboard Devices

f. ___ Electric Typewriter

g. ___ Manual Typewriter

h. ___ Keyboard shields

i. ___ Calculators

j. ___ Reel-to-reel Taperecorders

k. ___ Portable Cassette Recorders

l. ___ Table model Cassette Recorders

m. ___ Closed circuit television

n. ___ 16 mm projectors

o. ___ Record players

p. ___ Talking Book Machines

q. ___ Variable Speed Tape Recorders

r. ___ Optacon

s. ___ Slide Projectors

t. ___ Magnifiers

u. ___ Brailler

v. ___ Braille Slates and Stylus

w. ___ Rear Screen Projectors

x. ___ Speech Compressors

y. ___ Telescopic Aids

z. ___ Lamps with rheostats

aa. ___ Headphones

bb. ___ Earphones

cc. ___ Audio loops

dd. ___ Overhead Projectors

ee. ___ Character generator

ff. ___ Easicorder

gg. ___ Automatic Page Turners

The Media Specialist...

472. uses equipment to:

a. ___ build student self-confidence by allowing them to work independently in noncompetitive situations.

b. ___ help students monitor their own success and progress.

c. ___ increase interest in subject areas through multimedia.

d. ___ free staff to work personally with other students.

473. ___ makes sure handicapped students have the equipment they need when they need it.

474. ___ oversees regular maintenance of equipment.

475. ___ selects automatic equipment over manual whenever possible.

476. ___ is aware of which equipment brands are easier to operate and manipulate.

477. ___ understands potentialities of specific pieces of equipment.

478. ___ emphasizes feature when purchasing equipment which facilitate ease in equipment operation.

479. ___ first considers how present equipment can be used or adapted for use by handicapped studnets before purchasing new.

480. is aware of feature on standard equipment which have potential for use with handicapped students:

a. __ Overhead projector

b. __ Cassette Recorders

c. __ Film strip projector and viewer

d. __ Typewriter

e. __ Videotape equipment

f. __ Headphones

g. __ Cameras

h. __ 8 mm film loops

i. __ Magnetic Card Readers

j. __ Production equipment

481. ___ makes sure that there is adequate support equipment (carts, cords, etc.)for easy use.

482. ___ provides carts of different heighth for holding equipment.

483. ___ looks for innovative ways to use equipment.

484. ___ knows how to adapt equipment for special students.

485. ___ tries equipment to access what motor skills and strength are necessary for operation.

486. ___ changes equipment controls to meet needs of special students.

487. ___ know who to contact for making equipment modifications.

488. ___ asks students to help modify equipment.

489. ___ asks outside resource persons to help modify equipment.

490. ___ is aware of resources in community for developing special equipment.

491. ___ works with special education teachers to determine special equipment needs.

492. ___ knows who to contact for special equipment needs.

493. ___ is aware of kinds of equipment available and sources for obtaining them.

494. ___ monitors journals to keep up on equipment innovations.

495. ___ is aware of additional funding sources for special equipment.

496. ___ is aware of different ways to arrange for special funding.

FACILITIES AND ENVIRONMENT

The Media Specialist...

497. ___ recognizes that the media center must be accessible to all students to meet the mandates of section 504 of P.L. 93-112.

498. ___ is sensitive to the independence and dignity of handicapped students in making the media center accessible.

499. ___ lets handicapped students help analyze what barriers exist for them.

500. ___ is aware of importance of environment or "felt space".

501. ___ makes sure center has a variety of spaces designed for a variety of activities.

502. ___ makes sure center offers students choices of where and how to work.

The Media Specialist makes sure that...

503. ___ doors and cupboards are all the way open or all the way closed.

504. ___ areas are provided with varying lighting.

505. ___ work and storage space for special materials and equipment is provided.

506. ___ work and storage space is accessible to all students.

507. ___ cords do not dangle from tables or tangle on floors.

508. ___ floor plan is uncluttered.

509. ___ floors are cleared of obstacles such as doorstops or raised outlets.

510. ___ floor are not highly waxed or slippery.

511. ___ visually impaired students are alerted when floor plans are changed or furniture is moved.

512. bulletin boards and displays:

a. ___ use sharp, contrasting colors

b. ___ use staples and thumbtacks rather than sharp protruding objects like pins.

c. ___ are tactile

d. ___ use concrete concepts.

e. ___ are discussed

f. ___ can be touched, examined, manipulated

g. ___ will not get in the way of traffic

h. ___ are arranged for maximum visibility and perception

i. ___ use a variety of formats

j. ___ are explained using a variety of formats

k. ___ are responsive to needs of all students

l. ___ meet standards for representation of persons with exceptionalities.

513. ___ visual signals augment bells and fire alarms.

514. ___ center is located on the first floor.

515. ___ center has attractive open atmosphere.

516. ___ windows are no more that 18" from the floor to allow viewing by wheelchair bound students.

517. ___ doors are wide enough to allow wheelchair access. (32" clear minimum).

518. ___ doors have electric eyes or pressure sensitive mechanisms.

519. ___ doors can be opened without excessive pressure (10# maximum)

520. ___ doors open easily.

521. ___ doors swing shut slowly.

522. ___ ramps are provided.

523. ___ angle of ramps does not exceed 30°.

524. ___ thresholds or door sills have metal strips with gripper edges.

525. ___ there is a minimum of 30" between the shelf stacks.

526. ___ there are 60" between shelf stacks.

527. ___ t-based aisle shelving is used to allow wheelchairs to fit up to the shelves.

528. ___ shelving is no higher than 5' to allow chair and brace bound students access to media.

529. ___ primary tables are 23" high.

530. ___ secondary tables are 29" high.

531. ___ tables are apronless.

532. ___ tables are without pedestal support base.

533. ___ all tables will accomodate wheelchairs, giving students a choice of where to work.

534. ___ furniture is arranged so that students have space to move around (enough room to maneuver wheelchairs, crutches, braces).

535. ___ chairs are sturdy and well balanced.

536. ___ standing tables are provided.

537. ___ carrels are at least 48" in width to accomodate wheelchairs.

538. ___ card catalog is one section high with 16" base for easy access from a wheelchair or for student with braces or crutches.

539. ___ card catalog does not have a pedestal base.

540. ___ software is stored in open bins or on shelves rather than in drawers or cabinets.

541. ___ storage has low bases without cross-bars.

542. ___ storage and containers open simply and easily.

543. ___ large pieces of hardware are placed on low carts for easy lifting or operation from a chair.

544. ___ equipment is placed so that controls are readily accessible.

545. ___ small pieces of equipment are stored on open shelving and/or tables.

546. ___ periodical are stored in vertical holders no more than 5' high.

547. ___ microfiche/film readers are placed on tables of appropriate height.

548. ___ work areas are low apronless counters.

549. ___ electrical outlets are conveniently located within short, safe reaching distance.

550. ___ sinks have no cabinet below and a drain at the back.

551. __ pamphlets, pictures, clippings, etc., are stored in lateral files.

552. ___ temperature remains constant and drafts and extreme changes are avoided.

553. ___ if turnstiles are used, an alternative entrance is provided.

554. ___ carpeting is a short pile weave with tight loops and non-skid materials.

555. ___ lever handles are used on doors to allow students with poor hand mobility or limited strength to open doors independently.

556. ___ two way doors are light weight with see-through sections.

557. ___ furniture and shelving is sturdy and well balanced.

558. ___display tables have non-slip mats or covers.

559. ___ soft comfortable furniture is provided.

560. ___ furniture is comfortable as well as functional.

561. ___ furniture is durable.

562. ___ furniture is versatile to accomodate changing needs.

563. ___ tables can be moved together or apart.

564. ___ some tables and chairs have adjustable height and angle control.

565. ___ study areas have been identified away from the main flow of traffic with limited auditory and visual stimulation.

566. ___ there are a sufficient number of wired study carrels for the school population.

567. ___ signs and labels are clear and concise.

568. ___ picture symbols as well as tactile symbols are included as needed.

569. ___ materials, equipment, equipment controls, shelves and storage are labeled with large type print, 3 dimensional or tactile letters, or braille if necessary.

570. ___ directions and instructions for use of center are presented in a variety of formats.

The Media Specialist...

571. ___ is aware that color affects attitudes.

572. ___/knows that additions like plants, pets, etc. enhance the atmosphere.

573. ___ is aware of noise level.

574. ___ knows students tolerance for noise.

575. ___ is aware of noise standards for public schools.

576. ___ is conscious of lighting.

577. ___ knows needs of students for specialized lighting.

578. ___ knows importance of windows and view.

APPENDIX A -- COPYRIGHT CONSIDERATIONS

1. Become familiar with the "new" copyright law effective since January 1, 1978. A copy of the law is available free of charge by writing:

   Copyright Office
   Library of Congress
   Washington, D.C. 20559

   When you write, ask to have your name added to the Copyright Office Mailing List in order to stay current with changes and interpretations of the regulations.

2. Know what is considered "fair" use and when it is necessary to request permission to copy or change material.

   --request permission if not covered by the concept of "fair use".

   --request permission if changing the media format (i.e. making slides from pictures in a book)

   --request permission if changing the media by adding or subtracting elements (i.e., adding captions to a filmstrip, cutting out sections of a film).

3. Know who to ask permission from: send a self-addressed stamped business envelope for a free copy of the Directory of Rights and Permissions Officers.

   Association of Media Producers
   1707 L Street
   Suite 515
   Washington, D.C. 20036

4. Know what to do:

   --call or write the company explaining clearly what you specifically propose to do to the materials, how they will be used, and the duration and extent of their usage.

   --inquire about fees and special considerations.

   --send a form which states your specific request and gives company a place to give signed permission to use media in the way you propose.

   --keep copies of all your correspondence and the authorization from the company in your files